

Understanding Our World

An Open-Source Literacy-Focused Social Studies Curriculum



Level: Grade 5
Exploring the United States

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INTRODUCTION

Starting in the early elementary grades, all children should receive regular instruction in the social studies, which includes history, civics, geography, and economics. However, there are real pressures on schools and teachers to increase the amount of instruction in other subject areas, which often comes at the expense of their social studies time.

This curriculum was built to help elementary teachers regularly enact powerful and authentic social studies in their classrooms that will also meet essential literacy goals (linking every lesson to the Common Core State Standards). In other words, it leverages the richness of social studies content to help students learn to read, write, speak, and think critically while exploring the past and present world around them. It aims to make every single lesson culturally relevant, connecting to the racial, ethnic, gender, class, language, and immigration experience of the increasingly diverse United States.

ORGANIZATION

These lessons are meant to supplement the school or district social studies curriculum. They are free and open source. Teachers are encouraged to modify and adapt these lesson plans for the individual needs and diverse cultural backgrounds of their students. They are only a guide, or perhaps better a “starter kit” to implementing lessons with important disciplinary questions and social studies content. Moreover, these social studies lessons should be supported with rich English language arts (ELA) texts on related topics.

This curriculum is organized by grade level, with an organizing theme, and each grade is color coated for quick reference. Within each grade level, it is organized by lesson. At the beginning of each grade level, there is a roadmap for that shows the individual lesson topics. Additionally, each lesson plan follows the same lesson plan template (adapted from the Boston University Elementary Education Program) and always includes a thought-provoking inquiry question for the students to answer and primary/secondary sources to use as evidence. All lessons for the primary grades (1-2) are expected to be 30 minutes in length and the intermediate grades (3-5) are expected to be 45 minutes in length. However, depending on the pace of your students, lessons may need to span two or more 30- or 45-minute periods.

This curriculum was designed for students in the Boston Public Schools and each lesson cites the Massachusetts Curriculum Framework for History and the Social Sciences (aligned with the national College, Career, and Civic Life Framework for Social Studies State Standards) and Common Core State Standards. However, this curriculum can be easily adapted for other communities, including districts using other state curriculum frameworks. Some lessons are specifically about history and current events in Dorchester, Boston, and Massachusetts. Teachers from other cities/towns and states are encouraged to adapt these lessons for their particular communities.

GRADE 5

Exploring the United States

GRADE 5 CONTENT OVERVIEW

The story of the United States is one of seeking equity and pursuing multiculturalism. Our nation is one founded on “All men (and women) are created equal.” Yet, as a nation, we do not always live up to our ideals. The historian Howard Zinn reminded us that love for one’s country means a love for one’s fellow citizens, for the principles of justice and democracy, and when it violate those principles, to stand up and sometimes even disobey our government.” These lessons are designed to help students learn about those Americans in our past and present who stood up to injustice and for democracy. Grade 5’s lessons help students learn that the rich history of their nation, but it also highlights difficult events in our country’s past and present. By the end of Grade 5, students should understand the many overlapping American stories and realize that the nation’s history is actually conflicting histories.

GRADE 5 LEARNING GOALS

1. Students Should Be Able to Construct Arguments and Rebuttals

Before grade 5, students have begun forming arguments. While opinions are claims that are not necessarily based in evidence, arguments include claims, evidence, and rebuttals. In grade 5, students should be able to use evidence to support their claims and begin to provide rebuttals to evidence that conflicts with their claims. While these argumentation skills may still be developing, students should be able to construct relatively logical arguments and be able to defend or revise their arguments in light of conflicting evidence.

2. Students Should Recognize Inequities and Their Causes

Before grade 5, most students have developed a strong understanding of fairness. Students are also able to recognize racial, gender, and other social differences (there is evidence that most children can detect racial and gender differences by about age 2). In grade 5, students should be able to recognize inequities and the larger social forces that cause inequities. They should be able to suggest ways to improve our communities to make them more fair and just.

3. Students Should Understand Differences Between Present and Past Perspectives, and Apply It to Present Day Issues

Before grade 5, most students have developed an understanding that different people may experience the same situations differently. They have begun to examine how people may think differently in the past compared to today. In grade 5, students should examine examples of people thinking differently about the same events in the past and present. They should be able to recognize that people in the past lived in a world very different to today and that impacted the way they understood the world. They should also be able to take stances on events of the past to help inform their views on current events.

CONCEPTS

Synopsis

1. Indigenous People and European Explorers

Content

- Numerous people had settled in or explored the Americas before Christopher Columbus.
- European settlement in what they called “New World” had a major impact on the Indigenous people.
- Early colonies were founded on principles, such as joint stock companies or theocracies, that were very different than the current United States’ principles and governance.

Thinking Skills

- Identify the first groups to settle or explore the Americas.
- Evaluate the impact of European settlers on the Americas.
- Compare the social structures of early America to the present day.

2. Forming a New Nation

- There United States is a nation that was founded on principles of both equality and inequality.
- The U.S. Constitution created three branches of government with different checks and balances on power.
- The Bill of Rights ensures certain rights and responsibilities that are essential for democracy.

- Identify the founding principles that were based on equality and inequality.
- Identify the three branches of government and the rights guaranteed in the Bill of Rights.
- Compare how Americans’ rights have changed over time.

3. Expansion and Division

- The new nation of the United States was faced with several crises in its early history, including rebellions, slavery, and the poor treatment of Native people and new immigrant groups.
- The division between slave and free states became so strong that it led to a civil war.
- Assess the strength of the United States in its early years.
- Examine the issues that led to the Civil War.

4. Civil Rights

- Throughout U.S. history, there has been a struggle for equity by many groups, including African Americans, Asian Americans, Latinos, Indigenous people, and women.
- Movements of people have successfully organized to advance civil rights.
- Despite important gains, today there is still equity and equality. All citizens can take action to make our nation more fair.
- Define inequity and opportunity.
- Compare the methods that different groups used to make our nation more equal and equitable.
- Analyze the effectiveness of different civil rights methods and strategies.

GRADE 5 FIELD EXPERIENCES

It is strongly recommended that students engage regularly in social studies field experiences to connect their learning inside school to the world outside school. The Grade 5 curriculum covers the United States and its history, civics, geography, and economics. There are several field trip locations in the Boston area that would provide an excellent real world connection to this curriculum. We recommend the following:

Salem Witch Museum, Friendship of Salem, The House of Seven Gables

www.salemwitchmuseum.com

www.nps.gov/sama/index.htm

www.7gables.org

The Freedom Trail

www.thefreedomtrail.org

Museum of Science IMAX (Lewis & Clark: Great Journey West)

www.mos.org/imax/

Old Sturbridge Village

www.osv.org

GRADE 5 PROJECT-BASED LEARNING

These lessons are meant to supplement the school or district social studies curriculum. In addition, teachers are strongly encouraged to have students engage in project-based learning related to the content of these lessons. The Grade 5 curriculum covers the United States and its history, civics, geography, and economics. Below are several suggested long-term projects that we recommend teachers use in conjunction with these lessons. These projects may include producing a report and/or brief presentations in the form of poster boards, digital slideshows, performances that highlight the positive and negative aspect to each historical event or person.

Project 1: New Worlds for All

To extend on lessons 5-1 to 5-6, students will research important Indigenous and European leaders before and during Europeans' arrival in the Americas.

Project 2: The American Revolution: Patriots and Loyalists

To extend on lessons 5-7 to 5-14, students will research important patriots and loyalists from diverse race, gender, and class backgrounds.

Project 3: Issues of Democracy

To extend on lessons 5-15 to 5-18, students will research important current-day political problems of their choosing (the environment, education, health care, etc.) and present possible bills and government solutions.

Project 4: The Early Republic

To extend on lessons 5-19 to 5-24, students will research important American people and events during the 19th century.

Project 5: The 20th Century

To extend on lessons 5-25 to 5-30, students will research important American people and events during the 20th century.

GRADE 5 ROAD MAP

LESSON 5-1

Lesson Title: The Indigenous People: Diverse Nations, Diverse People

Inquiry Question: What were the most important parts of ancient Indigenous cultures?

LESSON 5-2

Lesson Title: Who Were the Vikings?

Inquiry Question: Were the Vikings the brutal raiders they are often depicted as?

LESSON 5-3

Lesson Title: Spain, Portugal, France, England: Explorers or Invaders?

Inquiry Question: Were the Europeans who came to the Americas explorers or invaders?

LESSON 5-4

Lesson Title: History Detectives: Pocahontas and Jamestown

Inquiry Question: What is the real story of Pocahontas?

NOTE: In chronological order, the relationship between the Pilgrims, Puritans, and the Indigenous people would appear here after Lesson 5-4. These lessons are currently included in the Grade 3 curriculum (i.e. 3-1, 3-2, 3-3, 3-4, 3-5, 3-6, 3-7, 3-8), which is Massachusetts history. Teachers are encouraged to use modified versions of those lessons again here.

LESSON 5-5

Lesson Title: The Salem Witch Trials: What Really Happened?

Inquiry Question: What really happened in Salem in 1692?

LESSON 5-6

Lesson Title: British America: The Shared Histories of Canada, the American Colonies, and the British West Indies

Inquiry Question: If you were a colonist coming to the American colonies at this time, what colony would you settle in and why?

LESSON 5-7

Lesson Title: The Transatlantic Slave Trade

Inquiry Question: Why did the Transatlantic Slave Trade happen?

LESSON 5-8

Lesson Title: Mock Trial: The Boston Massacre

Inquiry Question: Was Captain Thomas Preston guilty of murder during the Boston Massacre?

LESSON 5-9

Lesson Title: Road to Revolution: French & Indian War, and Acts of Parliament

Inquiry Question: Would you have supported the Crown?

LESSON 5-10

Lesson Title: The Boston Tea Party

Inquiry Question: Were the colonists justified in rebelling from Britain?

LESSON 5-11

Lesson Title: Lexington and Concord

Inquiry Question: Who fired the first shot on Lexington Green?

LESSON 5-12

Lesson Title: Declaring Independence

Inquiry Question: What was the most important point made in the Declaration of Independence?

LESSON 5-13

Lesson Title: Revolutionary War Journals

Inquiry Question: What was life like during the American Revolution?

LESSON 5-14

Lesson Title: Winners and Losers: The Peace of Paris

Inquiry Question: Was the Peace of Paris fair?

LESSON 5-15

Lesson Title: Shays' Rebellion

Inquiry Question: Were the participants of Shays' Rebellion justified in their revolt?

LESSON 5-16

Lesson Title: Mock Convention: Writing the Constitution

Inquiry Question: Did the delegates at the Constitutional Convention make the right decisions?

LESSON 5-17

Lesson Title: Know Your Rights! An Introduction to the Bill of Rights

Inquiry Question: What is the most important right guaranteed to you under the Bill of Rights?

LESSON 5-18

Lesson Title: The Louisiana Purchase: Worth the Price?

Inquiry Question: Should Thomas Jefferson have purchased Louisiana from France?

LESSON 5-19

Lesson Title: Why the “Lewis and Clark Expedition” Should Really Be the “Lewis, Clark, Sacagawea, York, and Charbonneau Expedition”

Inquiry Question: Who was the most important leader during the Lewis and Clark Expedition?

LESSON 5-20

Lesson Title: Trail of Tears

Inquiry Question: What was it like for someone who was forced out of their home by the U.S. government during the Trail of Tears?

LESSON 5-21

Lesson Title: Racial Inequity and the California Gold Rush

Inquiry Question: Should the California Gold Rush be remembered for its opportunity or its inequity?”

LESSON 5-22

Lesson Title: Westward Expansion or Invasion from the East?

Inquiry Question: Was the movement of White Americans a “westward expansion” or an “invasion from the east?”

LESSON 5-23

Lesson Title: The Civil War

Inquiry Question: Why was the Civil War fought?

LESSON 5-24

Lesson Title: Reconstruction

Inquiry Question: What was the worst decision made during the period of Reconstruction after the Civil War?

LESSON 5-25

Lesson Title: The Great Migration

Inquiry Question: If you were an African American in the South at the turn of the 20th Century, would you have moved north?

LESSON 5-26

Lesson Title: Japanese Internment: Civil Liberties and War

Inquiry Question: What was it like for Japanese Americans who were forced by the U.S. government into prison camps during World War II?

LESSON 5-27

Lesson Title: Martin Luther King and Malcolm X

Inquiry Question: Who had the better strategy for reducing racism and improving the Black community?

LESSON 5-28

Lesson Title: Sí Se Puede! César Chávez, Dolores Huerta, and the National Farm Workers Association

Inquiry Question: Which type of protest used by Chávez and Huerta was most effective?

LESSON 5-29

Lesson Title: The Other Civil Rights Movements: Women's Rights, Indigenous Rights, Latino Rights, and Asian American Rights

Inquiry Question: For your assigned group, what was their most important action?

LESSON 5-30

Lesson Title: The Boston Busing Crisis

Inquiry Question: What was the best plan for racially integrating Boston's schools?

LESSON PLAN 5-1: The Indigenous People: Diverse Nations, Diverse People

MATERIALS

Dakota Access Pipeline Protest Video (Lesson5-1Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]
Response to Dakota Access Pipeline Protest Video (WORKSHEET 5-1.A)
The Indigenous People: Sources (WORKSHEET 5-1.B)
The Indigenous People: Exit Ticket (ASSESSMENT 5-1.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.2: Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and use of slaves. (H, G, E)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What were the most important parts of ancient Indigenous cultures?*

PREPARATION

A Note on the Topic:

This curriculum uses the term Indigenous people to describe the first people of the Americas or uses the specific name of a tribe or nation, which is preferred (i.e. Dakota Sioux, Mississippian, Iroquois). This term is the most accurate, as it reflects that the native people were the original people to inhabit the area. However, it should be noted that Native, Indian, or American Indian are all appropriate and acceptable terms. While the term Native American is generally used by the United States government, First Nations/People and Aboriginal are generally used by the Canadian government, and Indian or American Indian is the most commonly used term among Indigenous people. Here is a good article on usage: www.learnnc.org/lp/editions/nc-american-indians/5526

A. OPENER (20 minutes)

1. Watch the Dakota Access Pipeline Protest Video

Show the students a short news clip about the Dakota Access Pipeline Protest and the Standing Rock Sioux Tribe (Lesson5-1Video1). Stop the video to explain any concepts that may be difficult for students. After watching the video, ask the students, “Why were Indigenous people leading these protests in North and South Dakota?” and Anticipated responses may include: they don’t want a pipeline being built near their land, the government is not listening to them, this was their land long before Whites/Europeans settled here.

Ask students to complete the Response to Dakota Access Pipeline Protest Video (WORKSHEET 5-1.A). They should answer the question, “Would you have supported the pipeline protesters at Standing Rock? Why or why not?” After students have a few minutes to answer the question on their own, have some students share with the class. Anticipated responses many include: Yes, we should respect their land; yes, it seems the company is thinking about money over people; no, the company has a right to build a pipeline there; no, the pipeline is almost finished, they should have protested it before it was built.

Tell students that one of the main reason the Standing Rock Sioux Tribe and other Indigenous groups are protesting is because the pipeline is being built on land that the U.S. government promised the Sioux in treaties. After the government rejected building the pipeline near Bismarck, North Dakota, which is a mostly White community, they decided to build it just upstream from the Standing Rock Sioux Tribe’s Reservation. If there is an oil leak, the protesters argued they will only effect the Native people. Also, the protesters argued that the Indigenous people have been here for over 20,000 years and Whites only first settled here about 500 years ago, so the Native people should decide where the pipeline goes. On the other side of the argument was the oil

companies. They said that this oil pipeline was worked on for 3 years, almost finished, and was needed to increase the oil being taken out of the ground. When Donald Trump became president, he signed an executive order to continue work on the pipeline and it was completed in June 2017.

Tell students that today we are going to learn about the long history of the Indigenous (Native) people. The Dakota Access Pipeline Protest unified many Indigenous people. American Indians and Native people from all over the U.S., Canada, and the world came to Standing Rock to protest. We will learn about some of the major groups of ancient Indigenous people and what their life was like before Europeans came to the Americas. This may help you better understand why so many present-day Indigenous people showed up to protest the pipeline.

B. DEVELOPMENT (10 minutes)

2. Read and Discuss the Different Ancient Indigenous Cultures

Put students in small groups and have them read the five sources found in The Native People: Sources (WORKSHEET 5-1.B). Source 1 shows an image and text about Puebloan Culture. Source 2 shows an image and text about Mississippian Culture. Source 3 shows an image and text about Plateau Culture. Source 4 shows an image and text about Iroquois Culture. Source 5 shows an image and text about Algonquin Culture. Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

After the students read about each different ancient Indigenous culture, they should discuss the inquiry question: “What were the most important parts of ancient Indigenous cultures?”

C. CLOSING (15 minutes)

3. Write Up Argument on the Ancient Indigenous Communities

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-1.C), where they write their own personal response to the lesson’s Inquiry Question: “What were the most important parts of ancient Indigenous cultures?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-1.C

What to look for?

The student should take a stance on what are the most important parts of ancient Indigenous cultures.

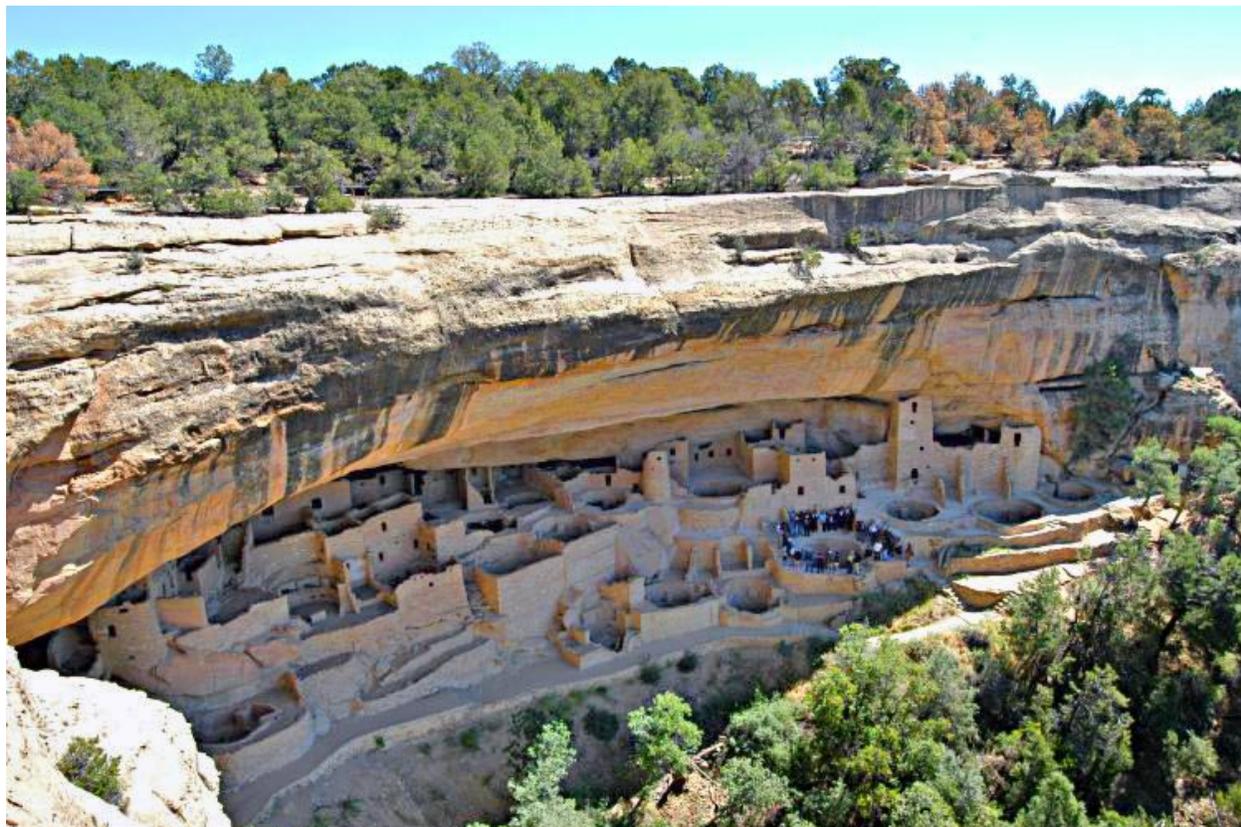
Some information that students may include in their answer to the question:

Ancient Indigenous people:

- Made large houses and structures that varied based on their location or climate.
- Farmed beans, corn, and squash (known as the Three Sisters) and hunted animals, such as deer and turkey, and fished salmon.
- Created art and other cultural artifacts, such as baskets, totem poles, etc.
- Invented sports like lacrosse and basketball.

The Indigenous People: Sources

Source 1: Puebloan Culture



A group of ancient Indigenous people made their home in what is today Arizona, New Mexico, Colorado, and Utah. They carved their homes from the rock of hills (see above). Some of these homes were three stories high and had 50 rooms or more where the different families would live. In many ways, the Puebloan people made the first apartment buildings. They would grow beans, corn, and squash (known as the Three Sisters), and hunt deer, turkey, and other animals. Puebloan people were also known for their elaborate baskets, which were used for carrying water, storing food, and cooking.



Source 2: Mississippian Culture



A group of ancient Indigenous people made their home in the Mississippi River Valley. They made houses on top of giant mounds (see above). Some of these mounds were as high as 10 stories. In many ways, the Mississippian people made the first skyscrapers. These mounds are found today all over the Southeastern United States. They would grow beans, corn, and squash (known as the Three Sisters), and hunt deer, turkey, and other animals. Puebloan people were also known for their elaborate craftwork making items from copper, shell, stone, wood, and clay.



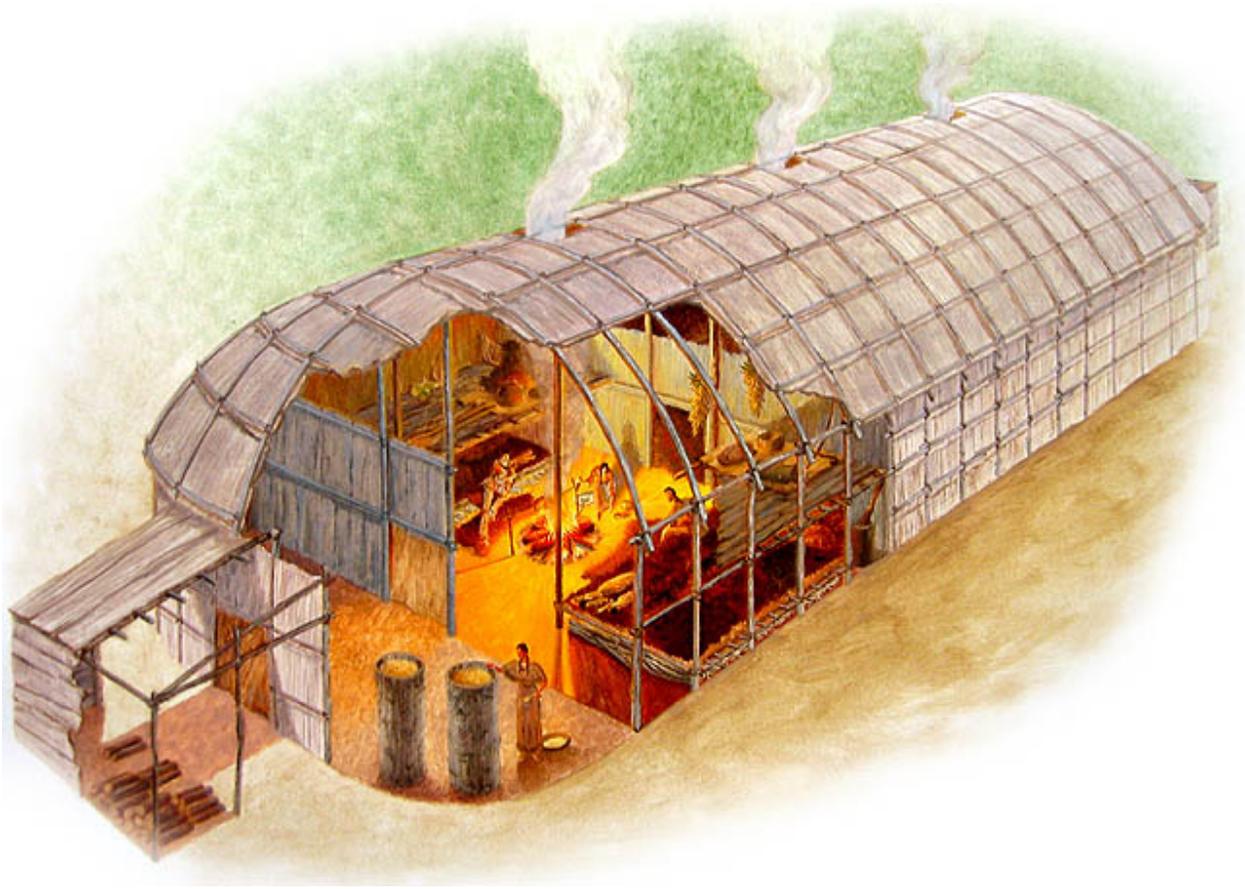
Source 3: Plateau Culture



A group of ancient Indigenous people made their home in the Pacific Northwest Plateau. They were known for their boats and use of rivers and oceans. They would have one house for the summer and one house for the winter. They would fish, especially for salmon. They were known for their totem poles (see above), which featured animals (such as bears, birds, frogs, people, supernatural beings) and told the stories of families. To read the story, you start at the bottom and work your way to the top.



Source 4: Iroquois Culture



A group of ancient Indigenous people settled around the Great Lakes in what became the United States and Canada. They were known for their longhouses (see above), which would house up to 20 families. They had no windows, but had holes in the roofs to let out the smoke of fires for heat and cooking. They would grow beans, corn, and squash (known as the Three Sisters), and hunt deer, turkey, and other animals. They also invented the game of lacrosse, which involved using sticks to throw a ball within the opposing team's net.



Source 5: Algonquin Culture



A group of ancient Indigenous people settled across the northern part of what became North America from the Atlantic Ocean to Hudson Bay. All of the Algonquin spoke similar languages and could understand other Algonquin people from very far away. They were known to live in small villages (see above). They would also have one house for the summer and one house for the winter. Clans, or families, were very important. They would grow beans, corn, and squash (known as the Three Sisters), and hunt deer, turkey, and other animals. Many Indigenous people, including the Algonquin, played a game similar to basketball long before Whites made their rules for it in 1891.



LESSON PLAN 5-2: Who Were the Vikings?

MATERIALS

Images (WORKSHEET 5-2.A)

The Vikings Video (Lesson5-2Video1) [Located in the UOW Video Library:
www.christophercmartell.com/understandingourworld]

The Vikings: Sources (WORKSHEET 5-2.B)

The Vikings: Exit Ticket (ASSESSMENT 5-2.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.1: Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. (H, G)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Were the Vikings the brutal raiders they are often depicted as?*

PREPARATION

This lesson uses a method called Visual Thinking Strategy (VTS). The key to VTS is that you as a teacher only do two things: (1) Ask the following questions and (2) repeat as precisely as possible exactly what the students say.

Visual Thinking Strategy Questions:

- Open with: **“What’s going on in this picture?”**
Summarize student responses using conditional language (“Raoul thinks this could be...”). This keeps the conversation open to other interpretations by other students.
- If appropriate: **“What do you see that makes you say that?”**
This encourages students to back up their statements with things they see in the work of art.
- Ask the group: **“What more can we find?”**
This continues the conversation.

If this is your first time using VTS, I would recommend reading this description (with a video example from Grade 1) of it from the Milwaukee Art Museum:

<http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/>

A. OPENER (10 minutes)

1. Engage in a Visual Thinking Strategy (VTS) on Viking Images

Give students Images (WORKSHEET 5-2.A). Do not reveal that these are images of Vikings. Project the first image (Lettered “A”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Project the second image (Lettered “B”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Tell students that today we will be learning about the Vikings. They were a group of people from Scandinavia, which is today countries like Sweden, Norway, Denmark), and they were the first Europeans to travel to the Americas, long before Columbus. To introduce them, the class will watch a short video first.

2. Watch the Vikings Video

Show the students a short video about the Vikings (Lesson5-2Video1). Stop the video to explain any concepts that may be difficult for students. After watching the video, ask the students, “Why do you think so many people think of the Vikings as brutal or cruel?” Anticipated responses may include: they attacked other people/countries, they fought in wars, they were misunderstood, they looked scary, people exaggerated the stories about them.

B. DEVELOPMENT (10 minutes)

3. Read Different Sources About the Vikings

Put students in small groups and assign them one of the sources found on The Vikings: Sources (WORKSHEET 5-2.B). Source 1 shows an image and primary sources account of the Viking invasion of Account of Lindisfarne (793 CE). Source 2 shows one of the few historical records from the Vikings themselves, the Rök Stone. Source 3 is a secondary source about Leif Eriksson and his settlement in Newfoundland. Source 4 is a secondary source from the BBC about the problems with the histories that have been written about the Vikings. As the student reads, tell the other group members to underline or highlight any important information.

4. Engage in a Jig Saw About the Vikings

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on Source 1, 2, 3, and 4. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “Were the Vikings the brutal raiders they are often depicted as?” In answering this question, students should debate between the four different sources. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

5. Write Up Argument on the Vikings

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-2.C), where they write their own personal response to the lesson’s Inquiry Question: “Were the Vikings the brutal raiders they are often depicted as?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-2.C

What to look for?

The student should take a stance on if the Vikings were as brutal as some people say they were. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Brutal raiders:

- Vikings attacked Lindisfarne (English Island) and St. Cuthbert Church in 793 CE. Below is what the English wrote of the attack.
- They killed many people.
- They wanted booty (treasure)
- They attacked churches.

Not brutal raiders:

- They settled in North America.
- Did not hurt Native people.
- Many of the stories about their violence or raids are exaggerated or told by non-Vikings (like the English).
- There are many myths about them (like the type of metal horned helmet they wore).
- They needed to steal expensive items to support their families back home.
- They did not just raid, pillage (steal), and leave. Over the 300-year Viking period, many stayed where they invaded. They became part of the local towns and brought with them their art and literature.

Images (A)



Images (B)



The Vikings: Sources

Source 1: Account of Lindisfarne Attack, 793 CE



Above: Image of the Viking attack on Lindisfarne (English Island) and St. Cuthbert Church in 793 CE. Below is what the English wrote of the attack.

There came for the first time 3 ships; and then the leader rode there and wanted to make them to go to the king's town, because he did not know what they were; and they killed him. Those were the first ships of the Viking men which sought out the land of the English.

Source 2: The Rök Stone [Viking Stone Tablet]



For most of their history, the Vikings were not literate (could not read and write). In the 1800s, a stone was discovered next to a church in Sweden. It is called the Rök Stone and may be the first recorded story in the Swedish language (many Vikings came from Sweden). Below is part of a story they wrote. It is important, because it is one of the few historical documents written by the Vikings about themselves.

Rök Stone Translation: You men go out to the sea and get a war booty (treasure). Many sea warriors have died. The people wait for them to return to help them. These young men are brave men. They are led by Vélinn. He could crush a giant.

Source 3: Leif Eriksson and Newfoundland



There is evidence that Vikings arrived in the Americas long before Columbus. There are many references to Vinland, which many historians argue is what they called North America. While it is possible other Vikings were there first, Leif Eriksson and his men were probably the European to come to North America. He most likely made landfall at a place called L'Anse aux Meadows in what is today Newfoundland, Canada (His father Erik the Red was the first European to settle in what is today Greenland). Although he described interactions with the Native people, it does not appear that they fought any of the people they came in contact with.

Source 4: “Were the Vikings Really So Bloodthirsty?” by Tom de Castella (British Broadcasting Company)



The Viking story has fascinated people for centuries. But have people got them all wrong? Let's start with those helmets with horns. The Vikings never wore them. They have only been included in pictures of them since the 1800s. They did raid villages and some churches (churches often had gold or other expensive materials), but the Vikings were more global traders than warriors. They were migrants who were trying to support their families back home. They did not just raid, pillage (steal), and leave. Over the 300-year Viking period, many stayed where they invaded. Many people today in England, Ireland, Normandy (France), Eastern Europe (Finland, Russia, Poland), and even the Middle East and Central Asia are ancestors of the Vikings. They also brought with them their art, literature, and language. Many English words have Viking roots, like dirt, steak, husband, bug, and even some days of the week (for instance, Thursday means Thor's day).

LESSON PLAN 5-3: Spain, Portugal, France, England: Explorers or Invaders?

MATERIALS

World Globe (not supplied)
Simulation Guide (WORKSHEET 5-3.A)
Explorers or Invaders?: Sources (WORKSHEET 5-3.B)
Explorers or Invaders?: Exit Ticket (ASSESSMENT 5-3.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.9: Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Were the Europeans who came to the Americas explorers or invaders?*

PREPARATION

1. Post Definitions of Explorer and Invader

Post the definitions of explorer and invader on the board or chart paper hidden from view. Explorer: A person who goes to an unfamiliar area for adventure. Invader: A person who enters a new place to take it over or control it.

A. OPENER (15 minutes)

2. Participate in Colonization Simulation

Divide students into four groups: Spain, Portugal, France, England. Hand each group their introduction card from the Simulation Guide (WORKSHEET 5-3.A). Tell students to read this information card to their group (don't let the other group hear) and highlight or underline any important information. They will need get into the role of their nation and follow these exact rules very carefully. [Note: As the teacher, you should also read each introduction sheet before the lesson. If it appears students are straying from the introduction sheet (all of the sheets are the text, but they do not know that), you should remind them that they should be following it.]

Read the different simulation scenarios to the students from the first pages of the Simulation Guide (labeled "For Teacher Only"). Tell the students you will tell them a story and along the way each nation will have to make decisions. Before making their decisions, they should look at their introduction card and discuss options as a group.

After running the simulation, reveal the definitions of Explorer as "A person who goes to an unfamiliar area for adventure" and Invader as "A person who enters a new place to take it over or control it." Tell them to consider how both the Europeans and the Indigenous people may have felt during this time. Ask students if they can think the Europeans were "explorers" and "invaders." Make sure they are using evidence to support their ideas. Tell them that we are now going to look at sources from the past that will give us a little more information to help us decide if they were explorers or invaders.

Tell the students that no matter what country they had, they actually all had the same goals. Tell the students that part of the problem was that all these countries were at war and wanting riches to support their countries. We will see that war and riches were an important part of what was happening at this time.

B. DEVELOPMENT (15 minutes)

3. Participate in a Small Group Discussion of the Europeans

Keep students in their four groups: Spain, Portugal, France, England. Have students take turns reading the sources aloud (using choral, partner, or independent reading) from Explorers or Invaders?: Sources (WORKSHEET 5-3.B). While students read the sources, the other students should highlight or underline any important information.

Have students discuss in their small groups the inquiry question: “Were the Europeans who came to the Americas explorers or invaders?” Tell them to reference the sources in their discussion.

C. CLOSING (15 minutes)

4. Write Up Argument on Europeans

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-3.C), where they write their own personal response to the lesson’s Inquiry Question: “Were the Europeans who came to the Americas explorers or invaders?” Tell students to cite at least three pieces of evidence from the sources or our class debate.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-3.C

What to look for?

The student should take a stance on if the Europeans who came to the Americas were explorers or invaders. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Explorers:

- They were there to seek wealth and adventure.
- They wanted to spread their religion, which they thought was a good thing.
- They didn’t mean to hurt and kill so many people.
- Back then, they didn’t see the Indigenous people as equals.

Invaders:

- They only cared about finding gold and wealth.
- They hurt and killed peaceful Indigenous people.
- They forced people to become their religion.
- They wanted to control the world.

Simulation Guide (For Teachers Only)

Today, we are going to pretend to be four different European nations that are sending people to the Americas. You will need to listen to the different things they encounter and based on your information sheet decide what to do. Let's start!

It is 1492, Christopher Columbus has convinced the Spanish king and queen to give him money to sail west to Asia. Up until this point, Europeans had to travel across land to Asia. Like most sailors of his time, he knew the world was a globe and thought that it would be much quicker to sail east. [Show students on the world globe how he thought going west by boat would be faster than going east by land]. He underestimated how large the Earth was. Lucky for him, there was a bunch of land between Europe and Asia, now called the Americas. Otherwise, he and his men probably would have run out of food and died on their journey.

Spain: Columbus has just landed in what you are calling the New World. He interacts with the Indigenous people there. He thinks he is in Asia and calls them Indians. They are actually called the Arawak and Taíno people. Columbus and his sailors believe the Arawak and Taíno have large amounts of hidden gold. They do have bows and arrows, but not weapons like the Spanish. They have never heard of Christianity or your God. You must decide if you will take over the Arawak and Taíno to get their gold and convert them to Christianity or leave them alone and go somewhere else.

[If the students are following their card, they should choose to stay, get their gold and convert them to Christianity.]

Spain: While Columbus never found gold, you know it must be in the New World. You recruit sailors to go look for it. A man named Hernán Cortés will go to the Aztecs (today what is Mexico). There he meets their leader Montezuma. Another man named Francisco Pizarro will go to the Incas (today what is Peru). There he meets their leader Atahualpa. These nations are large empires with millions of people. They have many weapons, although not guns or canon like you have. They had gold, but did not think it was as valuable as the Europeans did. They have never heard of Christianity or your God. The Aztecs at first think you are gods, but soon realize you are not. You must decide if you will take over the Aztecs and Incas to get their gold and convert them to Christianity (and name it after yourself, New Spain) or leave them alone and go somewhere else.

[If the students are following their card, they should choose to stay, get their gold and convert them to Christianity.]

Portugal: Spain is the country next to you. You are known for making great sailors (Columbus actually learned to sail in Portugal). Four years before Columbus goes to the New World, one of your sailors is the first European to sail around the south of Africa and finds a new ocean route to Asia. One of your sailors Pedro Álvares Cabral has landed in what is today Brazil and he meets with the Amerindians. They believe the Amerindians have large amounts of hidden gold. They do not have weapons. They have never heard of Christianity or your God. You must decide if you will take over these people to get their gold and convert them

to Christianity (and call this new place Brasil, after a type of wood there) or leave them alone and go somewhere else.

[If the students are following their card, they should choose to stay, get their gold and convert them to Christianity.]

France: You have been watching Spain and Portugal expand all over the Earth, in the Americas and Asia. It is 40 years after Columbus, and you decide to send Jacques Cartier to the New World. The Spanish and Portuguese have divided up South America, so you send him to North America. In 1534, he enters a large river (now called the St. Lawrence River) and settles near the bottom of it (now called Montréal in Québec). They interact with the Algonquin people. They do have bows and arrows, but not weapons like the French. They do not have gold, but many animal furs, which will be valuable back in Europe for clothing. They have never heard of Christianity or your God. You must decide if you will take over these people to get their furs and convert them to Christianity (and name it after yourself, New France) or leave them alone and go somewhere else.

[If the students are following their card, they should choose to stay, get their gold and convert them to Christianity.]

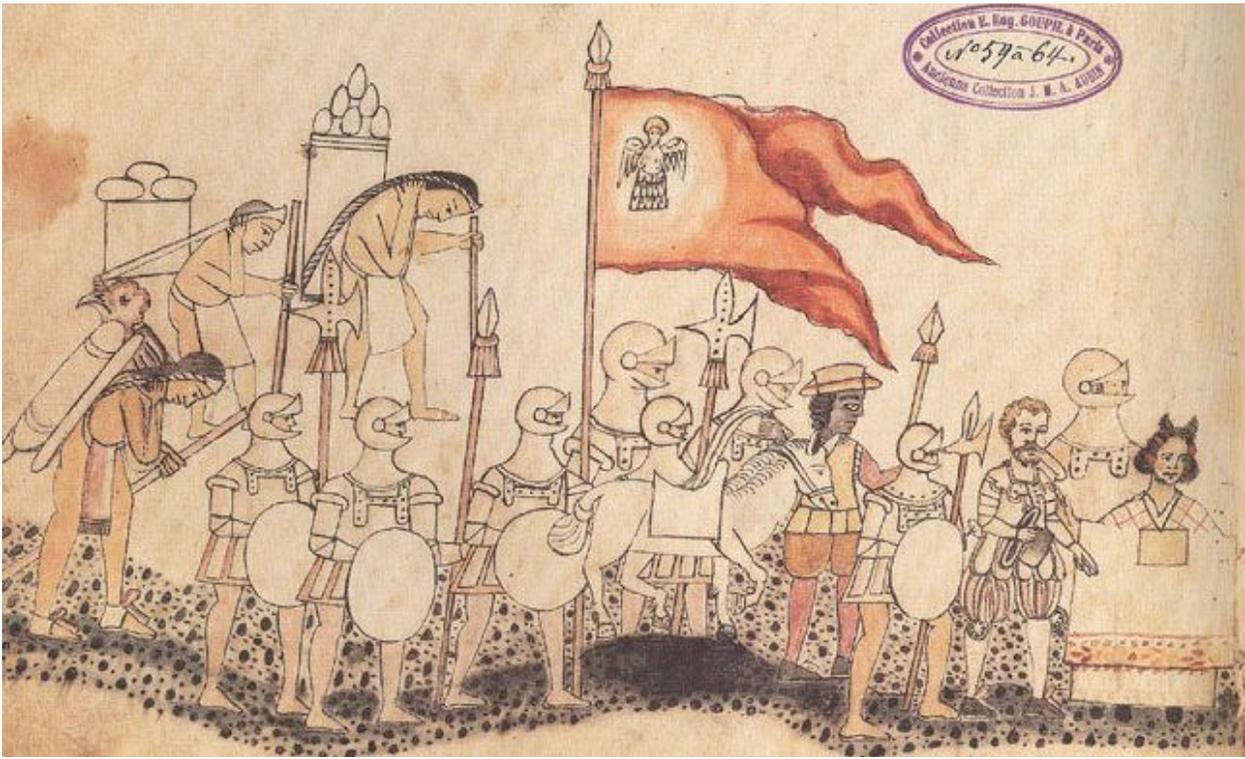
England: You are late to get into this game of traveling to faraway places and claiming it for your country. It is over 100 years after Columbus came to the New World. Unlike the Spanish, Portuguese, and French, your sailors are not quite as good. You hire an Italian named Giovanni Caboto (you call him John Cabot) and tell him to go to the New World. He lands in Newfoundland and Labrador (in what is now Canada). This allows

other Englishmen to explore further south to what is now Massachusetts and Virginia. They begin fishing off of the coast in the Atlantic Ocean and interact with the Algonquin people. They do have bows and arrows, but not weapons like the English. You think they may have hidden gold. There are also many trees that can be used for making more ships. They have never heard of Christianity or your God. You must decide if you will take over these people to get their gold and wood and convert them to Christianity (and name it after yourself, New England) or leave them alone and go somewhere else.

[If the students are following their card, they should choose to stay, get their gold and convert them to Christianity.]

End of the simulation.

Introduction: Spain



Many countries in Europe are at war with each other. You will use your army to protect your country and attack other countries (if you think they will attack first). To support your army, you need riches in the form of gold or items that you can trade.

You also believe anyone who is not Christian should become Christian. While you hope they become Christian on their own, you will force them and even use your army, if you have to.

Introduction: Portugal



Many countries in Europe are at war with each other. You will use your army to protect your country and attack other countries (if you think they will attack first). To support your army, you need riches in the form of gold or items that you can trade.

You also believe anyone who is not Christian should become Christian. While you hope they become Christian on their own, you will force them and even use your army, if you have to.

Introduction: France



Many countries in Europe are at war with each other. You will use your army to protect your country and attack other countries (if you think they will attack first). To support your army, you need riches in the form of gold or items that you can trade.

You also believe anyone who is not Christian should become Christian. While you hope they become Christian on their own, you will force them and even use your army, if you have to.

Introduction: England



Many countries in Europe are at war with each other. You will use your army to protect your country and attack other countries (if you think they will attack first). To support your army, you need riches in the form of gold or items that you can trade.

You also believe anyone who is not Christian should become Christian. While you hope they become Christian on their own, you will force them and even use your army, if you have to.

Explorers or Invaders?: Sources

Source 1: Spain: “Broken Spears”



Above: An Aztec drawing of the arrival of the Spanish in Mexico.

The Spanish called their people who went to the Americas “conquistadors” or conquerors in English. Christopher Columbus was their first conquistador. He was trying to sail to Asia, but miscalculated the size of the Earth and mistakenly landed in the Americas. After Columbus, Hernán Cortés would go to the Aztecs (Mexico) and meet their leader Montezuma. Francisco Pizarro would go to the Incas (Peru) and meet their leader Atahualpa. They would then go to war and take over those people. “Broken

Spears" is one of the few recorded primary sources written by the Aztecs about Cortés arrival.

Translation: November 8, 1519: The Spanish said to us: Tell Montezuma that we are his friends. There is nothing to fear. Some months later, the Spanish entered the Sacred Patio to kill people. They came on foot, carrying swords and wooden and metal shields. They killed many and took many captives.

Source 2: Portugal: Treaty of Tordesillas



Above: A Portuguese painting of their first landing in Brazil.

Portugal did not want a war with Spain over the Americas, so they met them and proposed peace called the Treaty of Tordesillas. They would split the Americas in half, Portugal would get the east and Spain would get the west. Notice that there is no mention of the Indigenous people and they are not asked if they are all right with Spain and Portugal taking their land.

Translation: There is currently a controversy (disagreement) between those who explore the ocean. For the sake of peace, we will draw a line from the North Pole to the South Pole at seventy leagues west of Cape Verde. All lands and islands west will be Spain and all lands and islands east will be Portugal. (Signed June 7, 1494)

Source 3: France: Jacques Cartier Claims New France



Above: A Canadian painting of what the Indigenous people would have seen when Jacques Cartier landed in what is now Québec.

This is what Jacques Cartier wrote about their first interactions with the Indigenous people.

July 24, 1534: We had a cross made thirty feet high, which was put together in front of the Indians at the entrance of the harbor. We made a shield with the fleur-de-lys (a flower symbol used by the king of France). The chief came to our ship and said this land is his and we should not have set up the cross.

Source 4: England: Henry Hudson's Diary



Above: A European painting of what they thought Henry Hudson's landing in Canada looked like.

This is what Henry Hudson wrote in his diary.

September 9, 1609: Our men landed there and we saw many men women and children. ... They are very polite and glad we came. They helped us pull our boats to shore and gave us food, tobacco, and other goods. We do not trust them. They will steal from us and carry away whatever they like.

LESSON PLAN 5-4: History Detectives: Pocahontas and Jamestown

MATERIALS

Pocahontas Film Clip: “Savages” Song (Lesson5-4Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]

Pocahontas: Sources (WORKSHEET 5-4.A)

Preparation for the Corner Debate (WORKSHEET 5-4.B)

STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE signs (MATERIALS 5-4.C)

Pocahontas: Exit Ticket (ASSESSMENT 5-4.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.7: Identify some of the major leaders and groups responsible for the founding of the original colonies in North America ... including John Smith in Virginia. (H, C)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What is the real story of Pocahontas?*

PREPARATION

1. Post Definitions of Savages

Post the definitions of savages on the board or chart paper hidden from view. Savages: People who are considered wild, uncivilized, or violent.

A. OPENER (15 minutes)

2. Watch the Pocahontas Film Clip: “Savages” Song

Before showing the video clip, ask students if they have ever heard the word “savages” and, if so, what do they think it means. Anticipated student responses may include: mean people, people who fight or kill others, angry people, uncivilized people, another word for Indians. Reveal the definitions of Savages as “People who are considered wild, uncivilized, or violent.” Tell the students that today we believe it is wrong to call people savages. It was something meant to be hurtful and showed that the Europeans, who called the Indigenous people “savages” did not respect or care for them.

Ask students if they have seen the movie Pocahontas. Several students will likely raise their hands. We are going to watch a clip from this movie that shows a song called “Savages.” When watching it, you should be asking yourself, are the people being mean to each other? Show the students the video.

After watching the video, ask students for their reactions. Did the movie make you think one side was the “good side?” Tell the students that sometimes cartoons or movies do not tell you the whole story. In this famous film, they make it seem like both sides were mad at each other and each side thought the other people were savages. It was only the Europeans who used the term savages. When this movie was in the theaters back in 1995, it was very controversial and we will read about those disagreements.

B. DEVELOPMENT (15 minutes)

3. Examine Sources As a Whole Class

Ask the students to read aloud (using choral, partner, or independent reading) the two documents on Pocahontas: Sources (WORKSHEET 5-4.A). Source 1 is the Disney company’s explanation about their film Pocahontas. Source 2 is the Powhatan Nation’s (Pocahontas’s tribe) response to the film. After reading each document, solicit from students what important facts should be underlined and highlighted about each source. Make sure they highlight examples of how the Powhatan Nation disagrees with the Disney Company about the facts of Pocahontas’s life.

4. Participate in a Corner Debate on the English, Powhatan, and Pocahontas

Have students think individually about the relationship between the English, Powhatan, and Pocahontas using Preparation for the Corner Debate (WORKSHEET 5-4.B).

Ask students to bring their preparation sheets with them and stand up in the middle of the room. Post in the four corners of the room the signs that say “STRONGLY AGREE,” “AGREE,” “DISAGREE,” “STRONGLY DISAGREE” (MATERIALS 5-4.C).

Read each of the questions. Tell students if they think it would be a good choice, they should stand under “STRONGLY AGREE” or “AGREE,” or a bad choice, they should stand under “DISAGREE” or “STRONGLY DISAGREE.” Ask students to explain why they agree or disagree. Repeat this with the other questions. If there are no agrees or disagrees for a question, then as the teacher, you should stand there and give a reason why it might be a good or bad choice.

5. Write Up Argument on Pocahontas

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-4.D), where they write Pocahontas’s story considering the lesson’s Inquiry Question: “What is the real story of Pocahontas?” Tell students to cite at least three pieces of evidence from the sources.

C. CLOSING (15 minutes)

6. Share Pocahontas Stories

Have students share their stories of Pocahontas with the class. Draw comparisons and differences between the different stories of Pocahontas’s life and list them on the board or chart paper using a two column chart (differences; similarities).

7. Help Students See Different Perspectives of the Same Event

After students read their story, highlight different events that were chosen by the students. Ask, were there any events that most students included in their Pocahontas stories? Were there any events that you included, that most other students did not? Ask, why do you think we can all be looking at the same facts, but decide to include different events as important?

EVALUATION

ASSESSMENT 5-4.D

What to look for?

The students' story of Pocahontas may include different events from her life. All stories should cite at least 3 pieces of evidence (most likely events) from the board/chart paper.

Sources: Pocahontas

Source 1: Pocahontas: Disney Perspective



Above: Disney's cartoon character Pocahontas.

The film "Pocahontas" is set in 1607, just as a new age of exploration has begun. A group of British adventurers led by the greedy governor of the Virginia Company, John Ratcliffe, and including a fearless soldier named John Smith, have set sail for the New World. Meanwhile, in Virginia, a beautiful young Native American woman named Pocahontas, the daughter of Chief Powhatan, ponders her path in life and dreams about what lies "just around the river bend." Should she marry Kocoum, the stern warrior her father has chosen for her, or does destiny have something else planned for her? She turns to her forest friends—

Meeko, a mischievous raccoon, a feisty hummingbird named Flit and Grandmother Willow, a 400-year-old mystical spirit residing in an ancient tree—for friendship and advice.

Upon their arrival, the British settlers begin digging up the countryside in a quest for gold. Charged with protecting the colony, John Smith scouts the area and meets Pocahontas. They are attracted to one another and she introduces him to a world unlike any he has ever known. Pocahontas teaches him that every rock, tree and creature has a living spirit and explains how the Indians are able to "paint with all the colors of the wind." As their friendship blossoms, relations between the British and the Indians continue to deteriorate with fear and hatred mounting daily. When Smith is captured by Powhatan and set to be executed, Pocahontas bravely places her own life on the line by declaring that he must kill her first. Smith reciprocates the sacrifice by saving Powhatan's life from a British bullet, but is wounded in the process. In a powerful and moving finale, he and Pocahontas must part, knowing that their spirits will be forever joined on a path that never ends.

Source 2: Pocahontas: Powhatan Nation Perspective



Above: An actual painting of Matoaka (Pocahontas, Rebecca Rolfe) from her life.

The Disney company decided to release an animated movie about a Powhatan woman known as Pocahontas. We of the Powhatan Nation argue that the film lies about history. Pocahontas was a nickname, meaning “the naughty one” or “spoiled child.” Her real name was Matoaka (ma-toe-oh-ka). The legend is that she saved a heroic John Smith from being clubbed to death by her father in 1607. She would have been about 10 years old at the time. The truth is that Smith’s fellow colonists

described him as a bad person. The truth is that the first time John Smith told the story about this rescue was 17 years after it happened. He had also told three other stories about being saved from death by different famous women. European Americans must ask themselves why Disney has made a movie based on a story that is probably not true.

The true Pocahontas story has a sad ending. In 1612, at the age of 17, Pocahontas was taken prisoner by the English. She was forced to marry European John Rolfe. Rolfe was famous for introducing tobacco (an addictive drug smoked in pipes) to Europeans. Shortly after, they had a son, whom they named Thomas Rolfe. Two years later, Rolfe took Pocahontas to England where the Virginia Company of London toured her around London to get support for their colony. It was recorded that when she encountered John Smith, she was so furious with him that she turned her back to him, hid her face, and went off by herself for several hours. Later, in a second encounter, she called him a liar. Pocahontas and her son set off on a ship to return to Virginia. She died during the journey. She was only 20 years old. It was only after her death that John Smith started telling everyone that she had rescued him.

Preparation for the Corner Debate

Think about the following sentences and decide if you think “strongly agree,” “agree,” “disagree,” or “strongly disagree.” Then explain why.

The English should have been allowed to settle in Virginia, where the Powhatan had lived for thousands of years.

Circle:

Strongly Agree Agree Disagree Strongly Disagree

The Powhatan are as responsible for the war as the English.

Circle:

Strongly Agree Agree Disagree Strongly Disagree

Pocahontas saved John Smith.

Circle:

Strongly Agree

Agree

Disagree

Strongly Disagree

Pocahontas was treated very poorly by the English.

Circle:

Strongly Agree

Agree

Disagree

Strongly Disagree

**STRONGLY
AGREE**

AGREE

DISAGREE

**STRONGLY
DISAGREE**

LESSON PLAN 5-5: The Salem Witch Trials: What Really Happened?

MATERIALS

Clipboards (not supplied)
Lined paper (not supplied)
Witch Hunting Sheet (WORKSHEET 5-5.A)
Salem Witch Trials Theories (WORKSHEET 5-5.B)
Ergot and the Salem Witch Trial Video (Lesson5-5Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]
Salem Witch Trials: Sources (WORKSHEET 5-5.C)
Salem Witch Trial: Exit Ticket (ASSESSMENT 5-5.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.11: Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts ... including the port city of Salem. (H, E)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What really happened in Salem in 1692?*

PREPARATION

1. Set Up Carousel Activity

Around the room, post sources from the Salem Witch Trials: Sources (WORKSHEET 5-5.B).

2. Post Definitions of Paranoia

Post the definitions of paranoia on the board or chart paper hidden from view. Paranoia: When a person or group is very distrustful (does not trust) of other people, usually without strong evidence to support those feelings.

A. OPENER (10 minutes)

3. Participate in the Witch Hunt Activity

Tell the students that we are going to participate in a simulation of the Salem Witch Trials. Tell students that yesterday you asked three students to pretend to be witches today. You told them to respond to certain questions with special answers. This is how you will know they are witches. [Note: You have not actually chosen any students to be witches. Just like the real Salem Witch Trial, no one is actually a witch. This is meant to show students that paranoia can be created is a person in power, in this case the teacher, tells people to do or believe something that is not true.]

Give all students a clipboard and the Witch Hunting Sheet (WORKSHEET 5-5.A). Tell each student that they must choose one of the listed questions and circle it. The questions are: (1) Do you have any pets/animals? (2) Do you cry when you are sad? (3) Can you swim? (4) Do you attend religious ceremonies? They then must ask each of their fellow students the question and write down their answers. We will then use those questions to decide who are the witches.

After all students have collected answers to their question, they should return to their seats. Ask the students to raise their hands and tell us, based on students' answers, who they think is a witch. The students will presumably nominate some of their classmates. When a student is nominated, have them come to the front of the class. Once there are 3 or 4 students in the front of the class, tell them that they will get a chance to say a couple sentences about why they are not a witch or they can just confess that they are a witch. Have students say why they are not a witch or confess. After each student speaks, have the class vote on if they are a witch. If a majority of the class says they are a witch, have them stand to side. Tell students that during the Salem Witch Trial, if you were convicted of being a witch, you could be put to death for that crime. Let them know that today, we do not have the death penalty in Massachusetts and witch craft is no longer a crime.

After several students have been convicted of being witches, have the students sit down at their desks again. Then ask the students to stand up if they were the witches that were chosen. No students will stand up. Ask the students again. When no students stand up, tell the students that just like the real Salem Witch Trial, there were no witches in our classroom.

B. DEVELOPMENT (20 minutes)

4. Wrap Up Witch Hunt Activity and Show the Ergot and the Salem Witch Trial Video

Reveal the definitions of Paranoia as “When a person or group is very distrustful (does not trust) of other people, usually without strong evidence to support those feelings.” Tell the students that by you, the teacher, telling them there were witches, you could create paranoia. You were able to convince them to convict several of their classmates of witchcraft. This was similar in Salem, where we know today that none of the convicted people were witches. Ask the students, “How could this have happened? How could 19 people be killed because they were convicted of being witches when they were not?” Anticipated student responses may include: someone was telling them there were witches, they were afraid of witches, they did not like their neighbors.

Handout the sheet titled Salem Witch Trials Theories (WORKSHEET 5-5.B). Have students take turns reading aloud (using choral, partner, or independent reading) the three theories. Theory 1 is that there was a fungus (ergot) that made people hallucinate. Theory 2 is that it was a lie started by the girls about Tituba that got out of control. Theory 3 is that it was because those being accused were outsiders/different than the others in the community, so they were blamed.

Show the students a short video about Theory 1 and the Ergot and the Salem Witch Trial Video (Lesson5-5Video1). Stop the video to explain any concepts that may be difficult for students. After watching the video, ask the students, “Do you think this theory is possible? Why or why not?” Write their ideas on the board or chart paper. Handout note taking paper and tell students to put it on their clipboard. Tell students that they should write “Source 1” on their note taking sheet. Using what we wrote on the board, they should select evidence or details that they think will help answer the inquiry question: “What really happened in Salem in 1692?” For each station they go to, they should also write the source number and take notes.

5. Engage in a Carousel Activity on Salem Witch Trials

Give each student a clipboard with lined paper on it. Ask students to go to each of the seven stations (WORKSHEET 5-5.C). At each station, the students should write the source name and take notes on each. Tell students that they should be thinking about

who wrote each source. What perspective might they have (toward the people being witches or not)? Is there a reason for them to be telling the truth or not?

Once students have gone to each of the seven stations plus watched the video, they should return to their seats. Put students in small groups. Have them look at their notes and choose one of the theories from the Salem Witch Trials Theories (WORKSHEET 5-5.B) or come up with their own theory. Have each group share with the class the theory that they think is most likely.

C. CLOSING (15 minutes)

6. Write Up Argument on Salem Witch Trials

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-5.D), where they write their own personal response to the lesson's Inquiry Question: "What really happened in Salem in 1692?" by choosing the theory they think is most likely. Tell students to cite at least three pieces of evidence from the sources or video.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-5.D

What to look for?

The students should choose one of the three presented theories or create their own. All arguments should cite at least 3 pieces of evidence from the sources or video.

Here is a summary of the three theories and supporting evidence:

Theory 1: Ergot/Food Poisoning

People who support this theory claim that wet conditions in Salem caused a fungus called ergot to spread throughout the rye, which is what they made their bread out of. It makes people hallucinate or see things that do not exist.

- The girls, Tituba, and Rebecca Nurse seem to be hallucinating (counter-argument: although why did few men or other townspeople also hallucinate?).
- It stopped once the weather became dry.

Theory 2: A Lie that Went Out of Control

People who support this theory claim that it was a case of rumors getting out of control. The girls started a rumor about witchcraft, because they wanted to get Tituba in trouble. This led to hysteria (a panic) that there were other witches.

- The girls seem to be making up the story.
- Tituba and Rebecca Nurse may have been scared, so they said certain things at trial out of pressure.

Theory 3: Fear of Outsiders

People who support this theory claim that Tituba (an African or Indigenous slave from Barbados) and Rebecca Nurse (an elderly widow from Boston) were different than the other people in town, who were European and from Salem. This made the others in Salem afraid of them and allowed them to believe they were witches.

- It seems from the trial testimony that the judge is forcing Tituba and Rebecca Nurse to answer a certain way.
- The two main accused witches were an African or Indigenous slave and an elderly widow.
- It was almost all girls and women accused of witchcraft.
- Tituba and Rebecca Nurse may have been scared, so they said certain things at trial out of pressure.
- Tituba was owned by another person, who beat her until she said what he wanted her to say.

Witch Hunting Sheet

Today we are recreating the events of Salem in the early 1690s. You will interact with your Salem neighbors and get to know them, while trying to find out who is secretly a witch. Use your skills at looking for people that are unusual or different from the rest of the group.

Before this class I chose a person to be the witch (she or he knows who they are). There are specific answers to the following questions that prove she or he is a witch. You must go around to each person in class and ask them these questions.

Based on your evidence, try to guess who the witch is. You will then report back to the town constable (teacher) and we will make public who the witches are and put them on trial! Be careful to fill in the list so you can recall who you talked to and WHY you thought they were a witch.

Salem Witch Trials Theories

There are several theories (ideas) about the causes the Salem Witch Trials. Choose one of these theories or come up with one on your own:

Theory 1: Ergot/Food Poisoning

People who support this theory claim that wet conditions in Salem caused a fungus called ergot to spread throughout the rye, which is what they made their bread out of. It makes people hallucinate or see things that do not exist.

Theory 2: A Lie that Went Out of Control

People who support this theory claim that it was a case of rumors getting out of control. The girls started a rumor about witchcraft, because they wanted to get Tituba in trouble. This led to hysteria (a panic) that there were other witches.

Theory 3: Fear of Outsiders

People who support this theory claim that Tituba (an African or Indigenous slave from Barbados) and Rebecca Nurse (and elderly widow from Boston) were different than the other people in town, who were European and from Salem. This made the others in Salem afraid of them and allowed them to believe they were witches.

Salem Witch Trials: Sources

Source 1: Was the Salem Witch Scare Caused by Food Poisoning?

Before we look at the different documents, we will watch a short video about the ergot/food poisoning theory.

Source 2: Summary of the Salem Witch Trials by the University of Virginia

The Salem Witch Trials began in late February 1692 and lasted through April 1693. They were held in Salem Village (now Danvers) in Massachusetts Bay Colony. The people of the town believed Betty Parris and Abigail Williams (who were cousins) were possessed by the Devil through witchcraft. Betty and Abigail accused the Parris' slave Tituba of having taught the girls witchcraft. Tituba was African or Indigenous and from the Caribbean Island of Barbados. Betty and Abigail later accused Rebecca Nurse, an elderly widow, of spreading witchcraft. The girls, along with their neighbors the Putnams, then accused many in town of being witches. In the end 25 people were convicted: 19 were hanged, 1 was crushed to death under heavy stones, and 5 died in jail. Over 160 people across Massachusetts Bay Colony were accused of witchcraft and most were jailed.

Source 3: Testimony (words said at a trial) of Tituba, Samuel Parris' slave from the Caribbean island of Barbados

John Hathorne (Judge): What familiarity have you with the Devil?

Tituba: The Devil, I am not sure. I saw a man in the night. I told him I would fear God. This man then came to me and said the Parris children was first hurt. He said he would kill the children if I would not serve him...

John Hathorne: Did you ever practice witchcraft in your own country (Barbados)?

Tituba: No. Never.

Source 4: Testimony (words said at a trial) of Rebecca Nurse (a 76 year-old woman charge with being a witch in Salem)

Rebecca Nurse: I can say that I am innocent and God will clear me... *(Ann Putnum Jr. and other girls act as if they are being pinched by invisible people, crying out in pain.)*

I have not hurt them. I am an innocent person.

John Hathorne (judge): Why do you make no face when you see the girls are in pain.

Rebecca Nurse: You do not know my heart. I am as clear as the child unborn.

John Hathorne: They accuse you of hurting them and they are not lying.

Rebecca Nurse: If so, I cannot help it, then the Devil may be in me.

Source 5: Testimony (words said at a trial) of Ann Putnum Sr. (a woman who claimed Rebecca Nurse was a witch and whose daughter claimed to be possessed by the witchcraft of Rebecca Nurse)

Ann Putnum, Sr.: My daughter told me that Rebecca Nurse and her sister were witches, and their mother was a witch. Because of her, six children in sheets (like a ghost) frightened me. They told me that Rebecca Nurse, an old woman at Boston had murdered them. They asked me to go and tell these things to the judges or they would tear me to pieces. Rebecca Nurse must be a witch.

Source 6: Drawing of the Rebecca Nurse Trial



At the trial, Rebecca nurse was very old, was a widow (her husbands died), and not originally from Salem (she was from Boston). She had trouble hearing and often misunderstood what people were saying.

Source 7: A Drawing of Tituba



Tituba was African or Indigenous and from the Caribbean Island of Barbados. She was a slave owned by Samuel Parris (father of Betty Parris). She initially told everyone that she had never been a witch, but after being beaten by Samuel Parris she confessed to being a witch.

Source 8: Jurors' Verdicts (Decision) for Rebecca Nurse

July 4, 1692. The jury came back with a verdict of “Not Guilty.” When this was announced there was a large outcry from the townspeople. The judges urged the jury to change their verdict to guilty. Chief Justice Stoughton asked the jury if they had considered what Rebecca Nurse had said of Abigail Hobbs, a 17 year-old girl, also accused of witchcraft.

Rebecca Nurse may have said, “She is one of us.” Nurse was old and almost deaf. When Nurse was asked by the judges to explain her words, she did not hear his question. The jury took her silence as guilt.

The jury met a second time and came back with a verdict of guilty. Rebecca Nurse was later sentenced to death for practicing witchcraft.

LESSON PLAN 5-6: British America: The Shared Histories of Canada, the American Colonies, and the British West Indies

MATERIALS

Poster board or chart paper (not supplied)
Drawing paper (not supplied)
Zoom In Inquiry Activity (WORKSHEET 5-6.A)
The British Colonies: Sources (WORKSHEET 5-6.B)
The British Colonies: Poster Instructions (WORKSHEET 5-6.C)
The British Colonies: Exit Ticket (ASSESSMENT 5-6.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.10: On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *If you were a colonist coming to the American colonies at this time, what colony would you settle in and why?*

PREPARATION

1. Reference Books and Computer Access

Before the lesson, the teacher should prepare 2-3 reference books (possibly with the help of a librarian) on the history of these British colonies: Canada, New England, Middle Colonies, Southern Colonies, British West Indies. While this lesson can be done with reference books alone, it is recommended that the students also have access to computers to do independent research on their colonies. Computer access would be needed on Day 1.

2. Two-Day Lesson

This lesson spans over two days. Day 1 involves learning about the British Colonies and drafting advertisement posters. Day 2 includes presenting posters.

DAY 1

A. OPENER (10 minutes)

3. Zoom In Inquiry Activity

Put students in small groups. Give students the Zoom 1 image (WORKSHEET 5-6.A). Project the Zoom 1 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a ship, a warehouse, men working, a bridge. Have students examine the source for about 2-3 minutes.

Give students the Zoom 2 image (WORKSHEET 5-6.A). Project the Zoom 2 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a ship, a warehouse, men working, a bridge, a boat maker. Have students examine the source for about 2-3 minutes.

Give students the Zoom 3 image (WORKSHEET 5-6.A). Project the Zoom 3 image for the class. Tell the students to look at the image closely. In their groups, they should look

at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: slaves, a ship, a warehouse, men working, a bridge, a boat maker, house builders, farms, cows. Have students examine the source for about 2-3 minutes.

Tell students that this is an image of the Jamestown settlement around 1620. It was a port, or place where ships landed, in the Virginia Colony. It shows a very busy place, with people loading ships, building boats and houses, and yes, there are slaves. If you look at the picture closely, you can see a White slave trader inspecting newly arrived enslaved Black people. Today, we will discuss the British Colonies. While we will learn about many of the positive developments in the colonies, we will also learn about some of the negative developments, such as slavery.

B. DEVELOPMENT (15 minutes)

4. Examine Sources About the British Colonies

Handout the sheet titled The British Colonies: Sources (WORKSHEET 5-6.B). Have students take turns reading aloud (using choral, partner, or independent reading) the sources to the whole class. Source 1 describes Canada. Source 2 describes New England (American Colonies). Source 3 describes the Middle Colonies (American Colonies). Source 4 described the Southern Colonies (American Colonies). Source 5 describes the British West Indies (Caribbean).

5. Plan Advertisements for the British Colonies

Put students into 5 different groups. Assign each group a specific colonial region that coincides with the sources: Canada, New England, Middle Colonies, Southern Colonies, British West Indies. Tell students that this is a two-day lesson. Today, we will be doing research on our assigned colonies and creating a poster to advertise it to others in the class. Next class, we will have a “Colonial Fair,” where students will pretend that they are traveling to the Americas and they will have to pick a place to settle.

In their small groups, have the students read their specific source again. As the student reads, tell the other group members to underline or highlight any important information. Pass out reference books and/or give students access to computers. Read to students the directions on the sheet called The British Colonies: Poster Instructions (WORKSHEET 5-6.C).

Students should collect information about their colonies based on the questions listed on The British Colonies: Poster Instructions (WORKSHEET 5-6.C). Students should draft their posters using a piece of drawing paper. Circulate the room answering questions and giving groups guidance.

C. CLOSING (20 minutes)

6. Create Advertisements for the British Colonies

Students should create a poster advertising their colonies to prospective settlers based on the questions listed on The British Colonies: Poster Instructions (WORKSHEET 5-6.C). It should include four sections on way of life, climate, trade, relationships between White, Black, and Indigenous people, as well as three drawings related to the colony.

DAY 2

A. OPENER (10 minutes)

7. Complete Advertisements for the British Colonies

Students should finish their posters advertising their colonies to prospective settlers based on the questions listed on The British Colonies: Poster Instructions (WORKSHEET 5-6.C). It should include four sections on way of life, climate, trade, relationships between White, Black, and Indigenous people, as well as three drawings related to the colony.

B. DEVELOPMENT (20 minutes)

8. Share Posters

Students should walk around the room looking at the different posters. One group member should stay behind to help persuade the other students to come to their colony. Halfway through the period, that student should switch with another person in their group, allowing them to look at all the posters.

C. CLOSING (15 minutes)

9. Write Up Argument on the British Colonies

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-6.D), where they write their own personal response to the lesson's Inquiry Question: "If you were a colonist coming to the American colonies at this time, what colony would you settle in and why?" Tell students to cite at least three pieces of evidence from the posters or sources.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-6.D

What to look for?

The students should choose one colony (or set of colonies). All arguments should cite at least 3 pieces of evidence from the posters or sources.

Canada

- People became rich from fur trading.
- Temperate Climate: Cold winters and warm summers.
- Very few enslaved people.
- Generally good relationships with Indigenous people.
- CONS: growing season very short; very cold in winter.

New England

- Religious colonies.
- People became rich from trading fish and wood; shipbuilding.
- Temperate Climate: Cold winters and warm summers.
- Few enslaved people.
- CONS: growing season short; wars with Indigenous people.

Middle Colonies

- People became rich from trading fur, wood, and grains (like wheat and rye for bread).
- Temperate Climate: Mild winters and warm summers.
- Less enslaved people than Southern Colonies or West Indies.
- CONS: More slaves than Canada or New England; wars with Indigenous people.

Southern Colonies

- People became rich from trading tobacco.
- Subtropical Climate: Warm winters and summers.
- Less enslaved people than West Indies.
- CONS: Many slaves; wars with Indigenous people.

British West Indies

- Religious colonies.
- People became rich from trading fish and wood; shipbuilding.
- Temperate Weather: Cold winters and warm summers.
- CONS: Many enslaved people (most out of all British colonies and many slaves died; wars with Indigenous people).

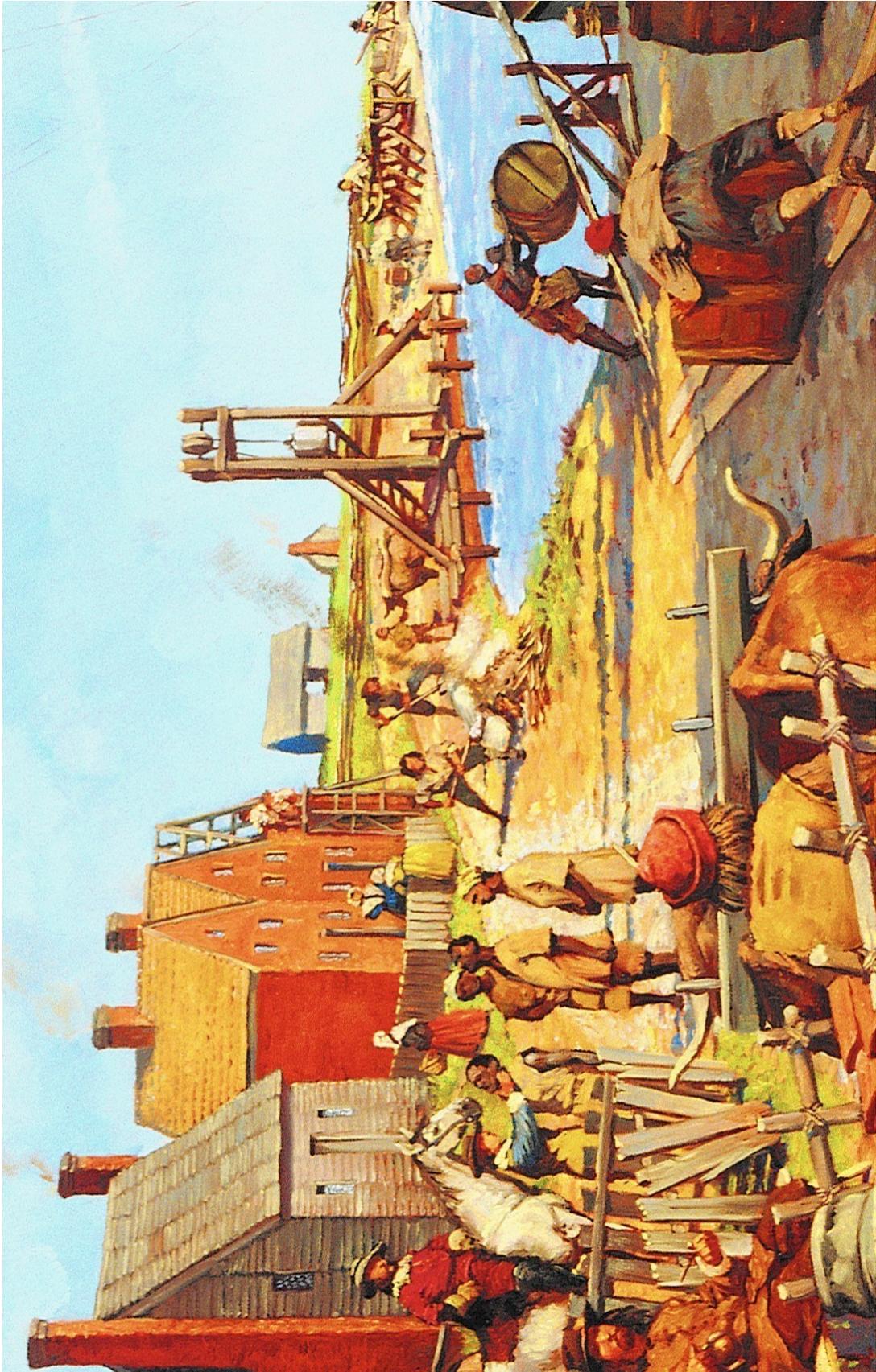
Zoom In Inquiry Activity



Zoom 1



Zoom 2



Understanding Our World: An Open-Source Literacy-Focused Social Studies Curriculum
LEVEL: GRADE 5
Version 1.2 (2018)

Zoom 3

The British Colonies: Sources

Source 1: Canada



Canada was a French colony and part of the larger territory called New France. New France went from the Hudson Bay to the north, the Gulf of Mexico to the south, the Mississippi River to the west, and the British American Colonies to the east. In 1763, Britain defeated France in the Seven Years' War. They would get France's territory of Canada (green box above).

The first Europeans came to Canada to start business companies. The main purpose of Canada is to buy and sell animal furs. The Whites trade metal tools, cloth, and guns with the

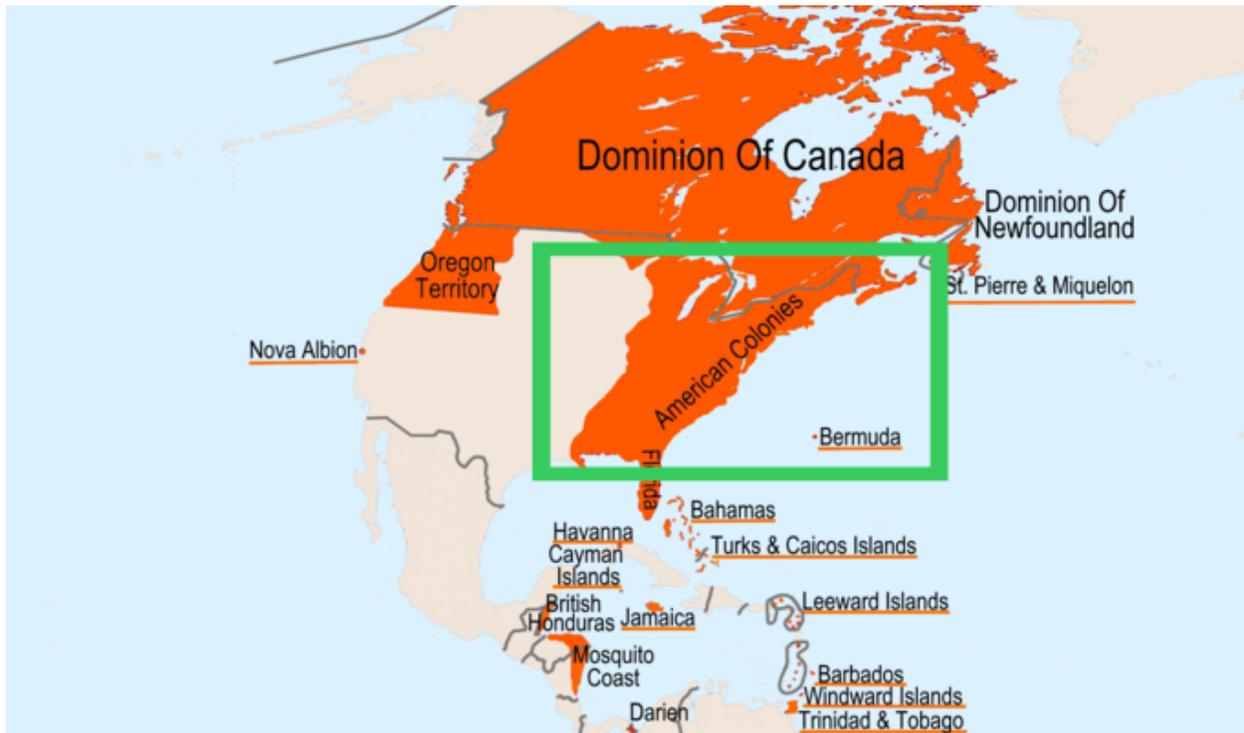
Indigenous people for beaver furs, which they would then sell to Europe. In Europe, these furs are made into hats and clothing. The growing season is very short, so farming was not as successful as other colonies.

The climate in Canada is temperate. It is usually below 0 Celsius (32 Fahrenheit) in the winter and rarely gets above 32 Celsius (90 Fahrenheit) in the summer. It usually rains in the summer and snows in the winter.

There are many Indigenous people in Canada. The largest group are the Algonquin. There is generally peace between the Whites and Indigenous people.

While slavery is allowed in Canada, there is only a very small number of enslaved Indigenous and Black people. Slavery is less common than in other colonies, because large amounts of workers are not needed.

Source 2: American Colonies: New England



The first Europeans came to New England to start religious communities. There would be four colonies in New England: Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, and New Hampshire.

The main purpose of New England is to buy and sell (trade) fish and wood. It also became a place known for its shipbuilding. The soil there is rocky and the growing season is short, so farming was not as successful as other colonies.

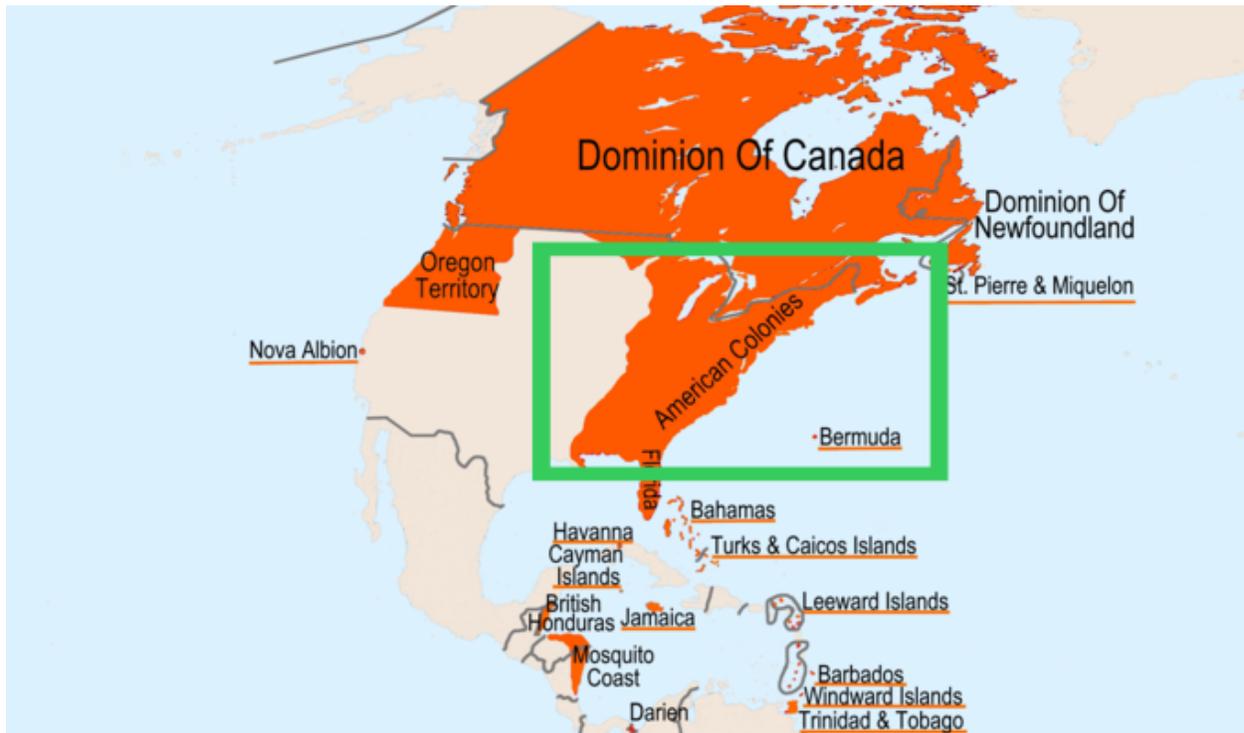
The climate in New England is temperate. It is often below 0 Celsius (32 Fahrenheit) in the winter and rarely above 38 Celsius (100 Fahrenheit) in the summer. It usually rains in the summer and snows in the winter.

There are many Indigenous people in New England. The largest groups are the Wampanoag, Massachusett, Narragansett, and Nipmuc. The Whites are often at war with Indigenous people.

While slavery is allowed in New England, there is a small number of enslaved Indigenous and Black people. Slavery is less common than in other colonies, because large amounts of workers are not needed.



Source 3: American Colonies: Middle Colonies



The Middle Colonies were originally ruled by the Dutch (New Netherland, now New York) and Swedish (New Sweden, now Delaware). In 1674, Britain defeated the Netherlands in the Anglo-Dutch War. They would get France's territory of the Middle Colonies.

The first Europeans came to the Middle Colonies to start business companies. There would be four colonies in the middle region: New York, New Jersey, Pennsylvania, and Delaware.

The main purpose of the Middle Colonies is to buy and sell fur, wood, and grains (like wheat and rye for bread). The soil there is rich and the growing season is longer, so farming is successful compared to the other colonies.

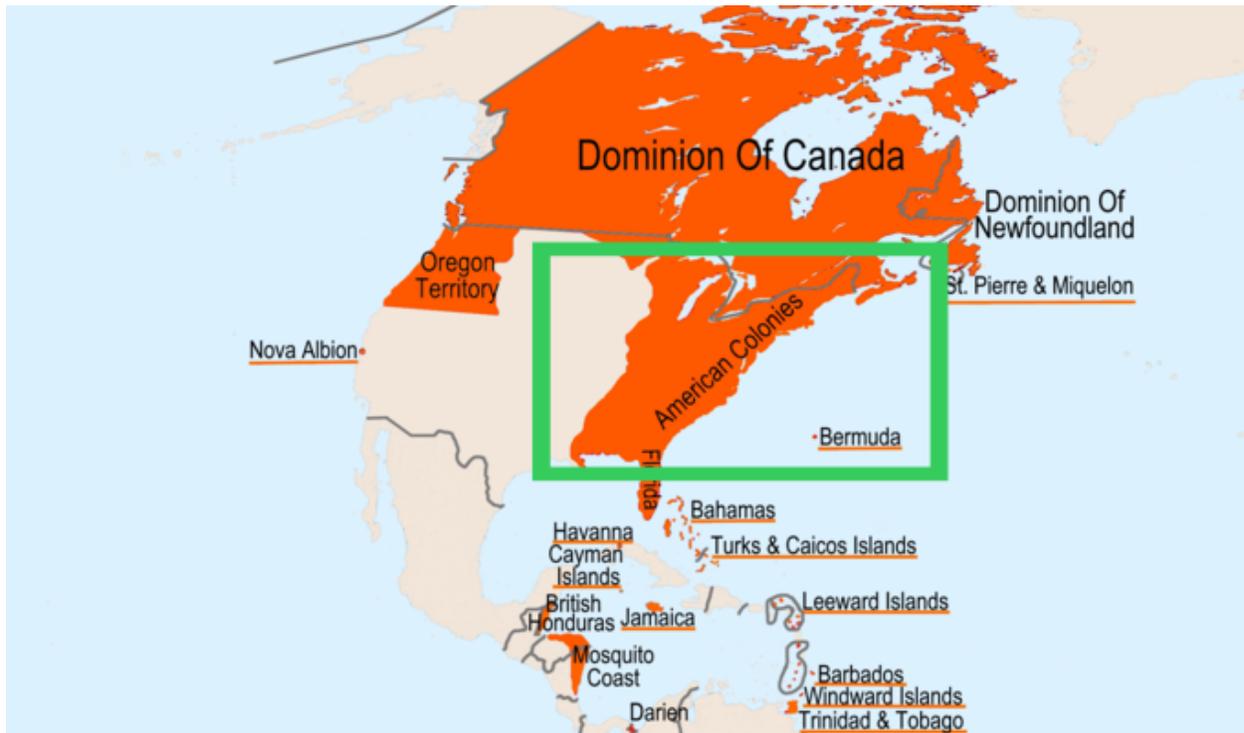
The climate in the Middle Colonies is temperate. It is sometimes below 0 Celsius (32 Fahrenheit) in the winter and sometimes above 38 Celsius (100 Fahrenheit) in the summer. It usually rains in the summer and snows in the winter.

There are many Indigenous people in the Middle Colonies. The largest groups are the Iroquois, Algonquin, and Lenape. The Whites are often at war with Indigenous people.

Slavery is allowed in the Middle Colonies. There are enslaved Black and Indigenous people, but fewer than the Southern Colonies and British West Indies. Slavery is less common than other colonies, because so many workers are not needed.



Source 4: American Colonies: Southern Colonies



Southern Colonies

The first Europeans came to the Southern Colonies to start business companies. There would be four colonies in the southern region: Virginia, Maryland, Carolina, Georgia.

The main purpose of the Middle Colonies is to buy and sell tobacco, which is smoked and is addictive (difficult for people to stop using). The soil there is rich and the growing season is very long, so farming was very successful compared to the other colonies. Due to the warm climate, there are also many outbreaks of diseases, such as yellow fever.

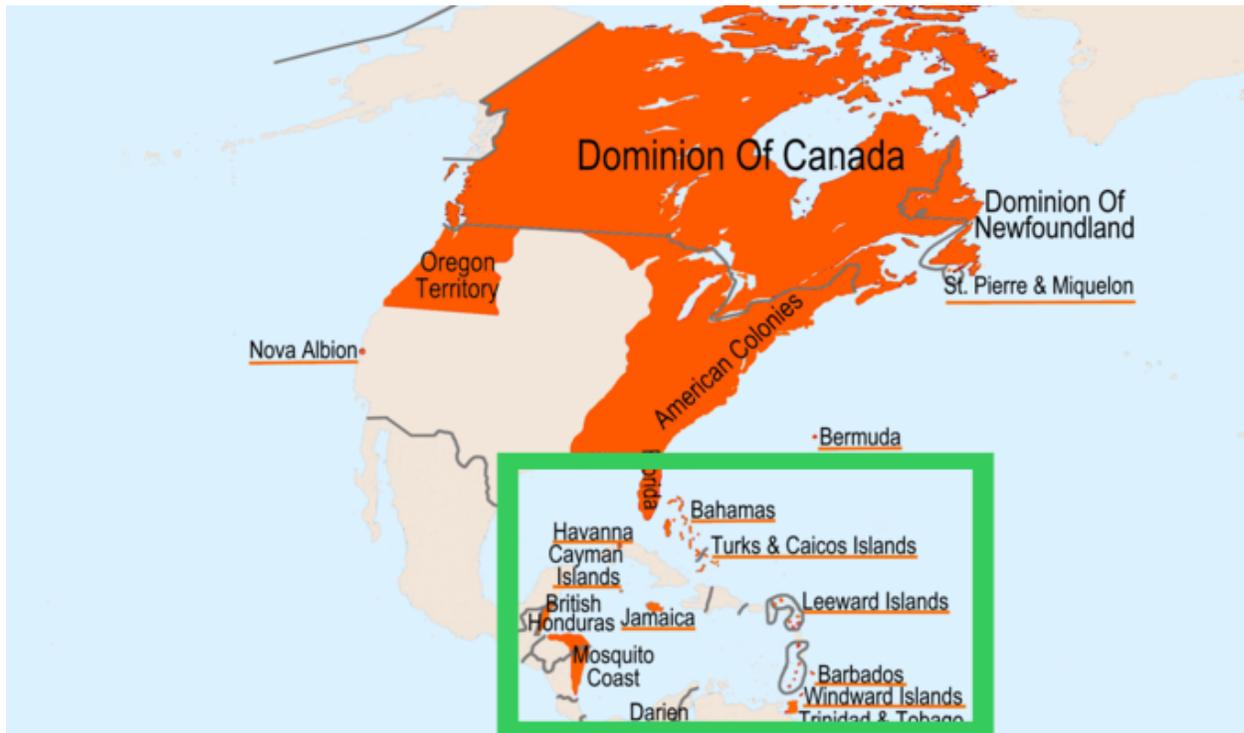
The climate in the Southern Colonies is subtropical. It is rarely below 0 Celsius (32 Fahrenheit) in the winter and often above 38 Celsius (100 Fahrenheit) in the summer. It usually rains in the summer and almost never snows in the winter.

There are many Indigenous people in the Southern Colonies. The largest groups are the Powhatan, Cherokee, and Creek. The Whites are often at war with Indigenous people.

Slavery is allowed in the Southern Colonies. Slavery is very common than in other colonies (although less than the West Indies), because large amounts of workers are needed to grow the crops.



Source 5: British West Indies



Jamaica, Bahamas, Barbados, Leeward Islands, Windward Islands

The first Europeans came to the British West Indies to start business companies. There would be five main colonies in the Caribbean: Jamaica, Bahamas, Barbados, Leeward Islands, Windward Islands.

The main purpose of the British West Indies is to buy and sell sugar, which can be used to make food sweeter and be turned into molasses or alcohol. The soil there is rich and the growing season is year-round, so farming was very successful compared to the other colonies. Due to the warm climate, there were also many outbreaks of diseases, such as yellow fever.

The climate in the British West Indies is tropical. It is usually between 21 Celsius (70 Fahrenheit) and 38 Celsius (100 Fahrenheit) year-round. It usually rains in the summer and winter. It never snows.

There are many Indigenous people in the British West Indies. The largest groups are the Arawak and Taínos. The Whites are often at war with Indigenous people.

Slavery is allowed in the British West Indies. Slavery is most common here compared to other British colonies, because large amounts of workers are needed to grow the crops. While slave's work is often dangerous in the other colonies, it was incredibly dangerous in the Caribbean, as it was very difficult work cutting sugar cane and injuries or death were common due to accidents and disease.

The British Colonies: Poster Instructions

Today, we will be making poster advertisements for our assigned colonies. You will need to answer the following questions on your poster. Since it is an advertisement, remember to really convince others that your colony is the best.

Your poster should include 3 drawings:

These drawings should give us images related to the below sections, maps, or important colonial symbols.

Your poster should include 4 sections:

Section 1: Way of Life

What was life like for people in your colony? Did the people do certain jobs? What types of houses did they live in? Were there many families or single people?

Section 2: Climate

What was the climate, including weather, like in your colony? How did the climate effect the colony?

Section 3: Trade

What items did your colony trade? How wealthy did this make the colony?

Section 4: Relationships Between White, Black, and Indigenous People

Was the relationship between White, Black, and Indigenous people generally good or bad? Was there slavery? Were there many wars between groups?

LESSON PLAN 5-7: The Transatlantic Slave Trade

MATERIALS

Transatlantic Slave Trade Video (Lesson5-7Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]
Transatlantic Slave Trade: Theories (WORKSHEET 5-7.A)
Transatlantic Slave Trade: Sources (WORKSHEET 5-7.B)
Transatlantic Slave Trade: Exit Ticket (ASSESSMENT 5-7.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.12: Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Why did the Transatlantic Slave Trade happen?*

A. OPENER (10 minutes)

1. Watch the Transatlantic Slave Trade Video

Show the students a short video about the Transatlantic Slave Trade Video (Lesson5-7Video1). Stop the video to explain any concepts that may be difficult for students. After watching the video, ask the students, “From the video, what were some reasons why the slave trade started and became so large?” Anticipated responses may include: Whites slave traders/Black kings/businessmen wanted to make a profit, communities needed guns to protect themselves.

Tell students that today, we are going to learn about the Transatlantic Slave Trade that existed in between Europe, Africa, and the Americans.

B. DEVELOPMENT (15 minutes)

2. Examine Sources As a Whole Class

Have students take turns reading the main theories on why the slave trade happened found on Transatlantic Slave Trade: Theories (WORKSHEET 5-7.A). Ask students if they think one of these theories is more likely and why? Tell students that one of our goals with history is to consider new ideas and challenge old ideas about the past. We are now going to look at several documents about slavery and you will use those documents to decide if your original idea will stay the same or change based on the new evidence that you read.

Ask the students to read aloud (using choral, partner, or independent reading) the four source documents on Transatlantic Slave Trade: Sources (WORKSHEET 5-7.B). Source 1 shows conditions on slave ships. Source 2 shows a slave ship plan. Source 3 shows the slave auctions. Source 4 shows the violence used on enslaved people. Source 5 shows a news article about Nat Turner’s Rebellion. Source 6 shows the Amistad Case.

After reading each document, solicit from students what important facts should be underlined and highlighted about each source. Make sure they highlight examples of how the Transatlantic Slave Trade was problematic, but also acts of resistance to it (i.e. ship revolts, runaways).

3. Discuss the Struggles that Black People Faced During and After Crossing the Atlantic

Put students in small groups (3-4 students). Tell students that after listening to these sources and thinking about the introduction video, I would like you to talk about ways that life was difficult for Black people who were forced by Whites to come to the

Americans during the Transatlantic Slave Trade, but also ways that Black people resisted their poor treatment and tried to stop slavery.

After students have had 5-7 minutes to discuss, lead the class in a whole class discussion. On the board or chart paper, the teacher should take notes on what the students say. Anticipated responses may include: tight ship conditions, violence and throwing enslaved people over board, leading slave revolts, runaway from slavery.

C. CLOSING (20 minutes)

4. Write Up Argument on Causes of Transatlantic Slave Trade

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-7.C), where they write their own personal response to the lesson's Inquiry Question: "Why did the Transatlantic Slave Trade happen?" Tell students to cite at least three pieces of evidence from the sources.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-7.C

What to look for?

The students should choose one theory and defend it. All arguments should cite at least 3 pieces of evidence from the posters or sources.

Theory 1: Whites Viewed Blacks As Inferior

- Whites believed Blacks were inferior or less intelligent.
- Whites dehumanized (believe someone is less human) Blacks.
- By the 1700s, enslaved people were almost exclusively Black.

Theory 2: It Made People Very Rich

- Slaves were very expensive and slave trading made many people wealthy.
- It allowed plantation owners to become very rich from the slave labor.

Theory 3: The Christian Religion Allowed It (At the Time)

- For many centuries, Christians believed they could enslave non-Christian people.
- Whites misused Christianity to justify slavery, including quoting the Bible.
- Once Christian groups started being against slavery, slavery ended.

Transatlantic Slave Trade: Theories

There are several theories (ideas) about the causes the Transatlantic Slave Trade. While all of these theories contributed to the slave trade becoming so large, which factor was the most important? Choose one of these theories:

Theory 1: Whites Viewed Blacks As Inferior

The cause of slavery was racism. Whites in Europe and later the Americas believed that Blacks were not as intelligent as Whites. This allowed them to dehumanize (think someone is less human) and treat them in such poor ways that they used violence and traded other human beings. This is why enslaved people became almost exclusively Black by the 1700s, as Whites stopped having White indentured servants.

Theory 2: It Made People Very Rich

From the beginning of the Transatlantic Slave Trade, human beings were very valuable and trading enslaved people was very lucrative (made a lot of money). Whites in Europe and later the Americas understood that Africans were fellow human beings, but they ignored this, because slavery made them so wealthy. This led to many wealthy slave owners not actually interacting with the enslaved people themselves, but hiring people to be “slave drivers” or overseers to control the enslaved people and run the plantations.

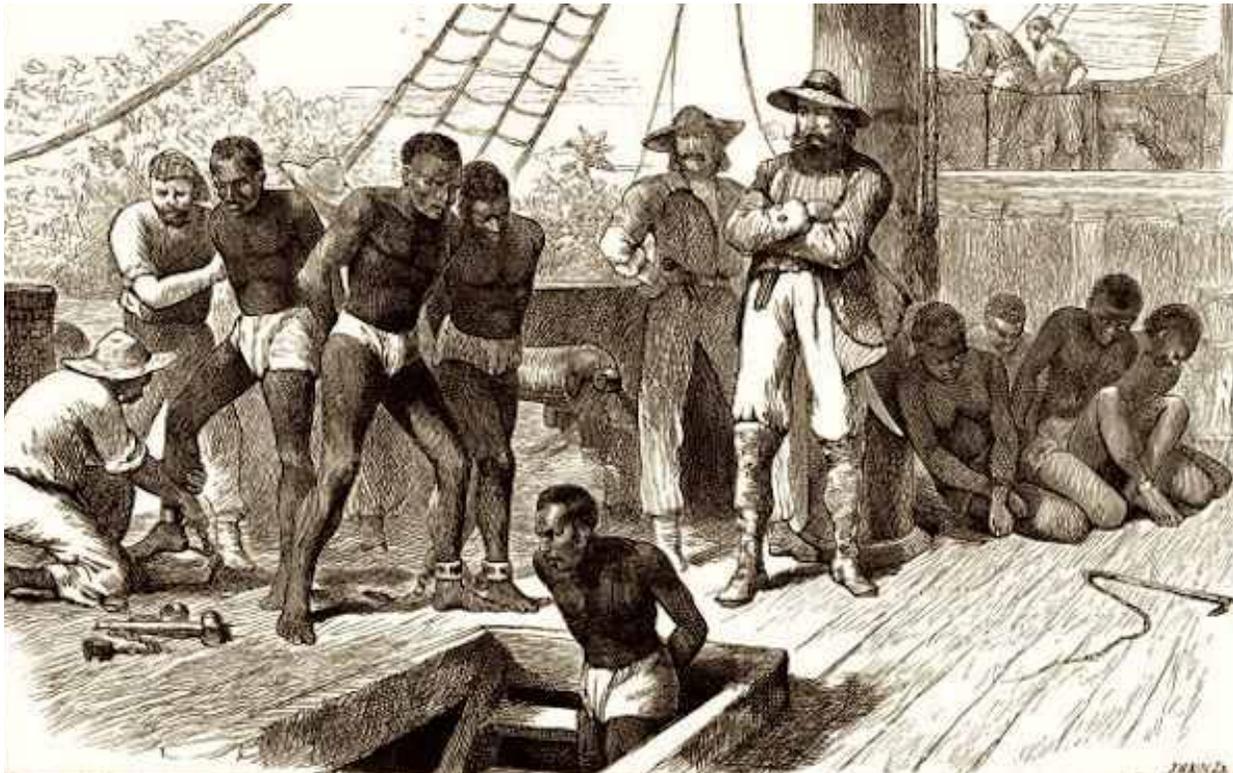
Theory 3: The Christian Religion Allowed It (At the Time)

For many centuries, many Christians believed that non-Christians could be forced into slavery and it was allowed under their religion. This is why some White people enslaved Indigenous and African people (because they practiced other religions). Some people even used verses in the Christian Bible to justify slavery. At the same time, other Christian groups started arguing that the Bible said slavery was wrong and they started to ban it in some states and countries.

Transatlantic Slave Trade: Sources

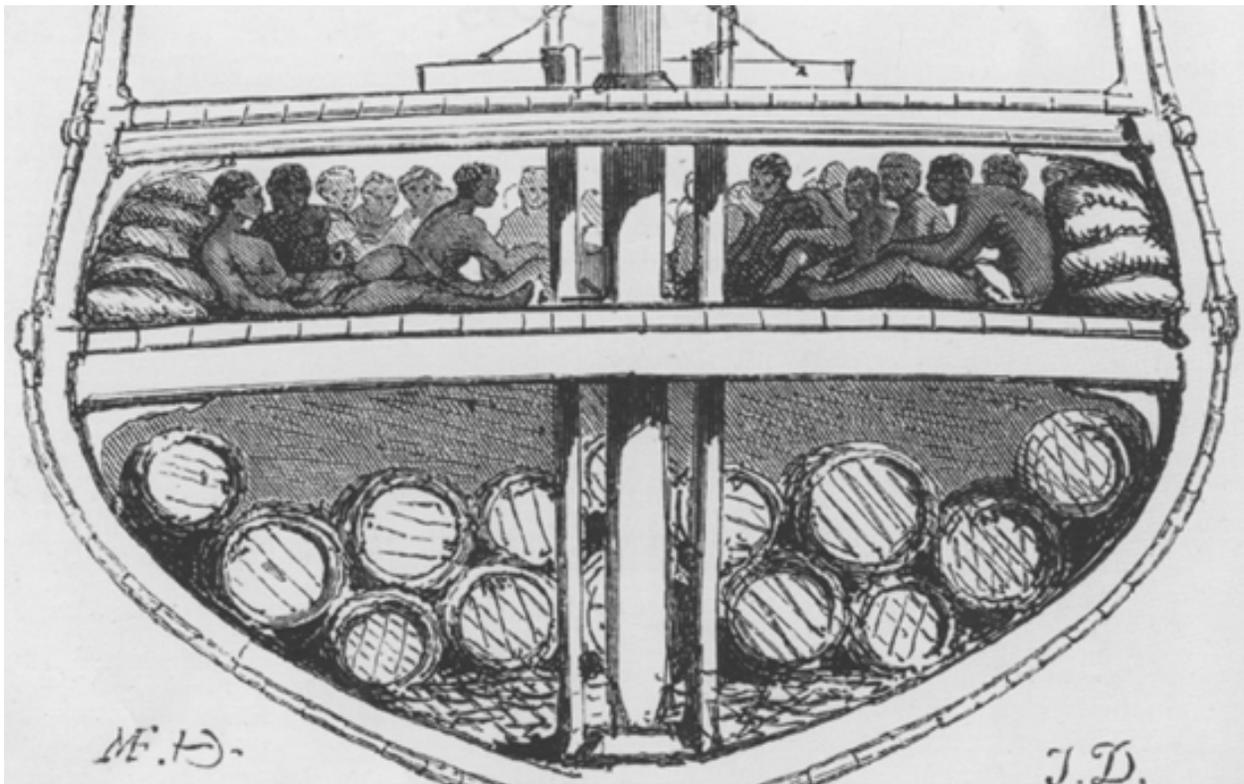
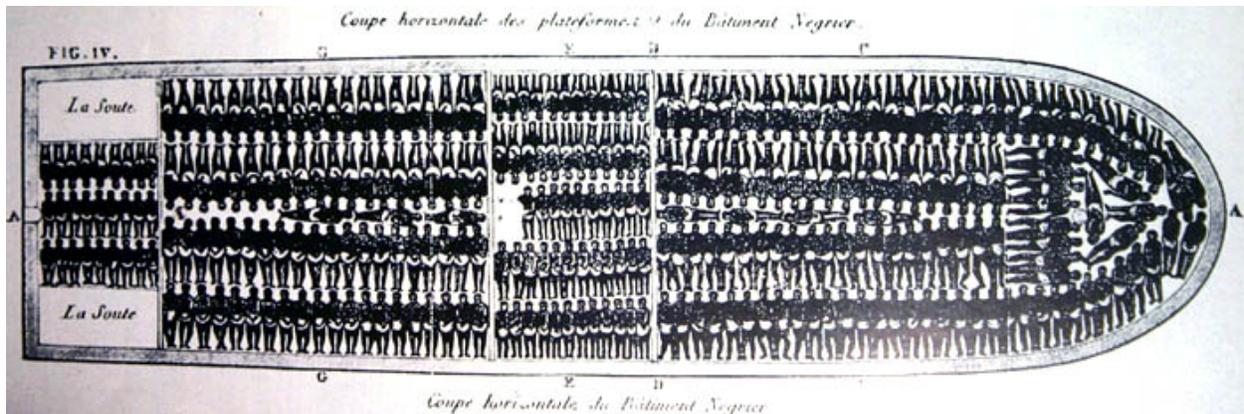
Source 1: Slave Ship Conditions

Below is a drawing of a slave ship. Enslaved people were often chained and forced to ride in cramped conditions in the bottom of the ship. They were only occasionally allowed to the top deck for fresh air. Enslaved people were often throw overboard if they were sick or being punished.



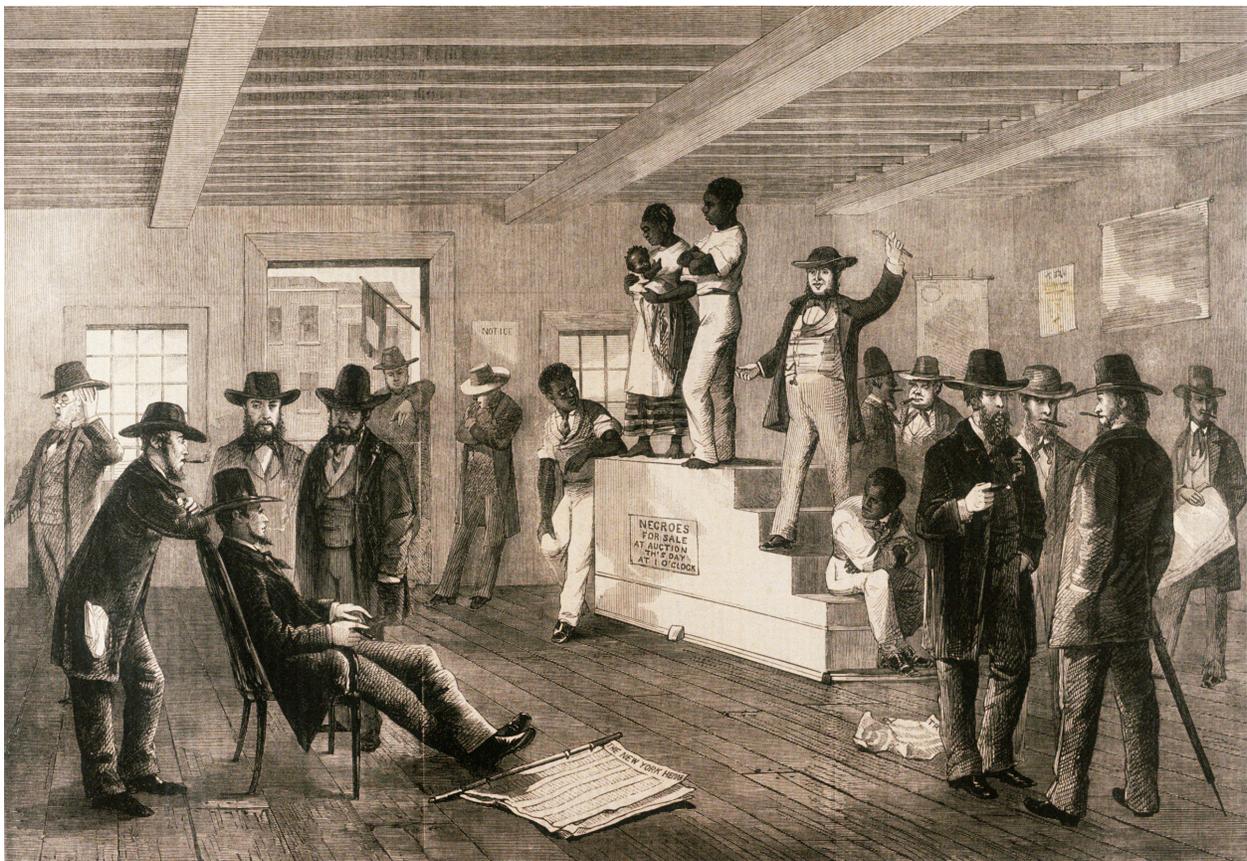
Source 2: Slave Ship Plan

Many books showed plans on how to store the most enslaved people on a ship (like this one below). Imagine what it would have been like to be forced on a ship like this for over two weeks, which is the time it took to travel from Africa to the Americas.



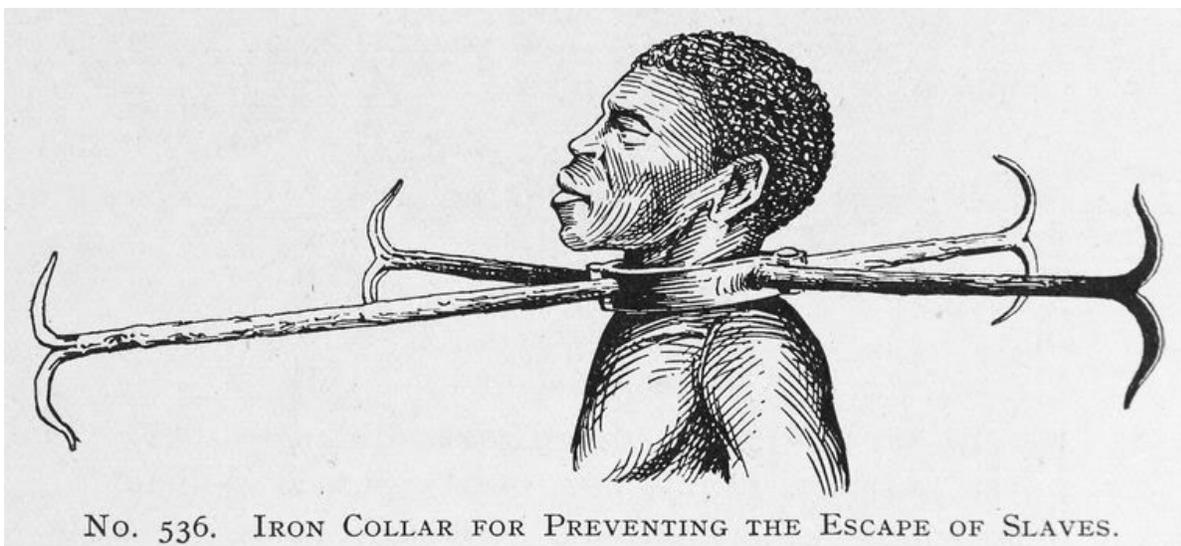
Source 3: Slave Auctions

Enslaved people were treated as property, much like a car or house today. They were auctioned off to the highest bidders. They could be bought and sold several times during their lives. Sometimes parents were sold away from their children and families were broken up. Enslaved people were also sometimes rented out to other plantations. When they were married, enslaved people would often say “until death or distance,” since they had no control of where they lived or who owned them.



Source 4: Violence Used on Enslaved People

Slave masters and overseers often used violence on enslaved people to force them to work. This included the wearing of collars (especially for runaways), whipping, beating, and even killing.



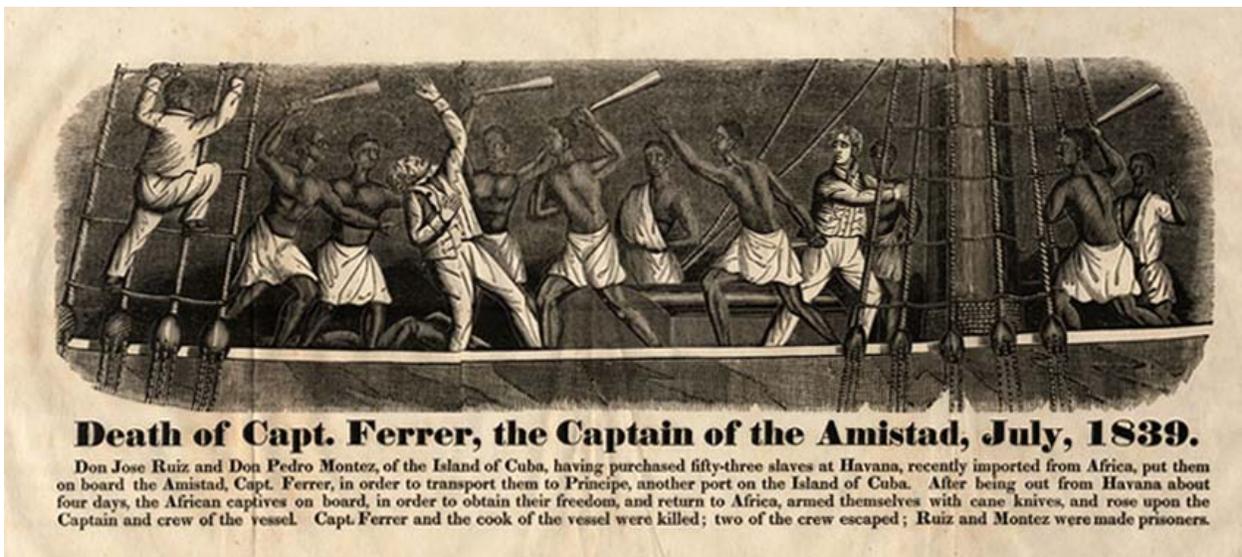
Source 5: Nat Turner's Rebellion

In August 1831, Nat Turner, who was an enslaved Black man in Virginia, led a slave rebellion and wanted to end all slavery. This is a newspaper report from the Raleigh Register about the rebellion. In the end, 55 to 65 White people were killed. Nat Turner would be captured and put to death along with 55 other enslaved people accused of being involved.

Another slave rebellion! For the last 24 hours, this city has been in a state of excitement. Slaves have risen against Whites. We must put down these slave rebellions.

Source 6: The Amistad Case

In July 1839, a group of enslaved African people being transported to the United States rebelled against the crew of their slave ship. The enslaved people were put on trial. The U.S. Supreme Court ruled that they were illegally enslaved and they were freed.



LESSON PLAN 5-8: Mock Trial: The Boston Massacre

MATERIALS

Folders (not supplied)
Images (WORKSHEET 5-8.A)
Boston Massacre: Trial Preparation and Note Sheet (WORKSHEET 5-8.B)
Boston Massacre: Sources (WORKSHEET 5-8.C)
Boston Massacre: Exit Ticket (ASSESSMENT 5-8.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.15: Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)

MA-HSS.5.17: Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. (H)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Was Captain Thomas Preston guilty of murder during the Boston Massacre?*

PREPARATION

This lesson uses a method called Visual Thinking Strategy (VTS). The key to VTS is that you as a teacher only do two things: (1) Ask the following questions and (2) repeat as precisely as possible exactly what the students say.

Visual Thinking Strategy Questions:

- Open with: **“What’s going on in this picture?”**
Summarize student responses using conditional language (“Raoul thinks this could be...”). This keeps the conversation open to other interpretations by other students.
- If appropriate: **“What do you see that makes you say that?”**
This encourages students to back up their statements with things they see in the work of art.
- Ask the group: **“What more can we find?”**
This continues the conversation.

If this is your first time using VTS, I would recommend reading this description (with a video example from Grade 1) of it from the Milwaukee Art Museum:

<http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/>

1. Two Day Lesson

This lesson spans over two days. Day 1 involves learning about the Boston Massacre and preparing for a mock trial. Day 2 includes the mock trial.

2. Choose Roles for Students

This lesson involves a mock trial. There are three different roles, lawyers, witnesses, and jurors. Lawyers involve the most speaking, witnesses involve less speaking, and jurors involve little to no speaking. Consider which students would be best for each role in advance.

DAY 1

A. OPENER (15 minutes)

3. Engage in a Visual Thinking Strategy (VTS) on Boston Massacre Images

Give students Images (WORKSHEET 5-8.A). Do not reveal that these are images of the Boston Massacre. Project the first image (Lettered “A”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Project the second image (Lettered “B”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Tell students that today we will be learning about an event that occurred in Boston in 1770. Those who thought the British soldiers were wrong called it the Boston Massacre. One person who thought the soldiers were wrong was Paul Revere and he created the first image you saw. Those who thought the colonists were wrong called it the Incident on King Street. The second image you saw was created by a historian based on accounts to show how the soldiers viewed the events. For two days, your job will be to decide if the soldiers are guilty for the incident that occurred.

B. DEVELOPMENT (20 minutes)

4. Assign Roles

Hand out the Boston Massacre: Trial Preparation and Note Sheet (WORKSHEET 5-8.B) and Boston Massacre: Sources (WORKSHEET 5-8.C). Give each student their role, which are as follows (witness testimony is a modified version of the actual trial testimonies):

Lawyers:

Samuel Quincy (Prosecution, Against Soldiers)
Robert Treat Paine (Prosecution, Against Soldiers)
John Adams (Defense, For Soldiers)
Josiah Quincy II (Defense, For Soldiers)

Witnesses:

Samuel Hemmingway (Prosecution, Against Soldiers)
John Wilme (Prosecution, Against Soldiers)
William Wyatt (Prosecution, Against Soldiers)

John Cole (Prosecution, Against Soldiers)
Robert Goddard (Prosecution, Against Soldiers)
Ebenezer Bridgham (Defense, For Soldiers)
Ebenezer Hinkley (Defense, For Soldiers)
Theodore Bliss (Defense, For Soldiers)
Newton Prince (Defense, For Soldiers)
Lieutenant Governor Thomas Hutchinson (Defense, For Soldiers)
Captain Thomas Preston (Defense, For Soldiers)

All other students will serve on the jury. The teacher will be the judge, unless there is a large class and the teacher can pick a student to be the judge (if you can find a white wig, black robe, and gavel for the judge, it would add some fun for the students).

Have students write their names at the top of the Boston Massacre: Trial Preparation and Note Sheet (WORKSHEET 5-8.B) and Boston Massacre: Sources (WORKSHEET 5-8.C). It is recommended that you keep the students' work in folders for each distribution.

5. Prepare Testimonies

Have the lawyers read the sources (WORKSHEET 5-8.C) carefully (especially the sources related to their side) and underline or highlight any important information. Tell them to write questions they may have for each witness on their Boston Massacre: Trial Preparation and Note Sheet (WORKSHEET 5-8.B) under "Facts that I learned about myself."

Have all witnesses read carefully their testimonies (WORKSHEET 5-8.C). They should underline or highlight any important information and take notes on their Boston Massacre: Trial Preparation and Note Sheet (WORKSHEET 5-8.B) under "Facts that I learned about myself."

Have the jury read the sources (WORKSHEET 5-8.C) carefully (especially the sources related to their side) and underline or highlight any important information. Tell them to write questions they may have for each witness on their Boston Massacre: Trial Preparation and Note Sheet (WORKSHEET 5-8.B) under "Facts that I learned about myself."

C. CLOSING (10 minutes)

6. Practice Testimonies

Couple up the witness students. Tell witness students that during the trial, they will have to read these statements, so they should practice with their partner now. Have them practice reading their testimonies (WORKSHEET 5-8.C).

During this time, the lawyers and jury should continue reading through the sources writing questions. Circulate the room and help any students that may be struggling with the texts.

Collect the students' Boston Massacre: Trial Preparation and Note Sheet (WORKSHEET 5-8.B) and Boston Massacre: Sources (WORKSHEET 5-8.C), so they can be used during the trial next class.

DAY 2

A. OPENER (10 minutes)

7. Practice Testimonies and Final Preparation for Mock Trial

Hand out students' Boston Massacre: Trial Preparation and Note Sheet (WORKSHEET 5-8.B) and Boston Massacre: Sources (WORKSHEET 5-8.C) from last class. Couple up the witness students. Tell witness students to practice reading their testimonies (WORKSHEET 5-8.C) one more time.

During this time, the lawyers and jury should remind themselves of the different witnesses and continue reading through the sources writing questions. Circulate the room and help any students that may be struggling with the texts.

B. DEVELOPMENT (20 minutes)

8. Participate in Mock Trial

Remind the students throughout the trial that they should also be looking at the Boston Massacre: Trial Preparation and Note Sheet (WORKSHEET 5-8.B) and Boston Massacre: Sources (WORKSHEET 5-8.C).

Call up each student in the order they are listed in the sources. The teacher or a student will play the role of the judge, who makes sure the courtroom is in order and asks the lawyers to call their next witnesses.

Tell jury students that they should be taking notes on each witness during their testimonies (when they speak to the lawyers). Each witness should come up to a chair placed in the front of the room. The lawyers should first ask each witness to state their name (at the top of their source card). Next, the lawyers should ask the question (which you should post on the board or chart paper and is at the top of WORKSHEET 5-8.B), "What do you know about the incident that happened on King Street last March?" Each witness should read their source card. If the lawyer has any questions, they may ask them after the statement is read. If the witness cannot answer any lawyer's questions,

you should help them. When they are done being questioned, the witness student sits down and the next witness student in order is called. The witnesses are set up to tell a coherent story about the incident and, like the real Boston Massacre Trial (and trials today), the prosecution goes first and then the defense.

9. Write Closing Statements

When all witnesses have testified (spoken to the lawyers), the witnesses for each side and the lawyers should get together in small groups. Together, they will write a closing statement that one of the lawyers will read to the jury. This should be no more than a few sentences. Tell the students that their closing statements should quote evidence from the trial found in Boston Massacre: Sources (WORKSHEET 5-8.C).

During this time, tell the jury that they should be looking over their notes and the Boston Massacre: Sources (WORKSHEET 5-8.C), but they should not decide how they will vote on Thomas Preston being guilty or not guilty until after the closing statements.

Have the prosecution and then defense read their closing statements.

10. Jury Votes and Reads Verdict

Have the jury go into the hallway or a corner of the room. Have them discuss if they think Captain Preston is guilty or not guilty. After some time, encourage the students to vote. For Preston to be guilty, it must be unanimous, meaning all people on the jury have to vote for guilty. Once they have reached a verdict, have the jury return to the class and one student reveal the result.

C. CLOSING (20 minutes)

11. Write Up Argument on Causes of Transatlantic Slave Trade

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-8.D), where they write their own personal response to the lesson's Inquiry Question: "Was Captain Thomas Preston guilty of murder during the Boston Massacre?" Tell students to cite at least three pieces of evidence from the sources.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

At the end of the class, explain that the real jury at the time found Captain Preston not guilty. Ask students reactions to the real verdict; was it the same or different than our class? Why do you think that was so?

EVALUATION

ASSESSMENT 5-8.D

What to look for?

The students should argue that Captain Preston is guilty or not guilty and defend it. All arguments should cite at least 3 pieces of evidence from the posters or sources.

Some information that students may include in their answer to the question:

Captain Preston is guilty

- Several witnesses said he yelled fire.
- He seemed very angry.
- Soldiers had bragged about wanting to shoot Bostonians.

Captain Preston is not guilty

- Several witnesses said he did not yell fire. It was other people, possibly other soldiers or the mob.
- He expressed wanting to stop any violence from happening.
- It was his soldiers who did it, not him.
- People said he was a man of good character.
- His testimony showed he did not do it.

WORKSHEET: 5-8.A

Images (A)



Images (B)



Boston Massacre: Trial Preparation and Note Sheet

My name:

My role (assigned by teacher):

Facts that I learned about myself (if the lawyers or jury, list questions you have about the witnesses after reading the sources):

Boston Massacre: Sources

Lawyer's Question

What do you know about the incident that happened on King Street last March?

Map of the Town House



Witnesses for the Prosecution (Against the Soldiers)

Source 1: Samuel Hemmingway Testimony

Questioned by: Samuel Quincy

I know many of the British soldiers. One evening I heard one soldier say he would, if he had the chance, fire on the people of Boston. He said had wanted to ever since he landed here. That was about a week before this all happened.

Source 2: John Wilme Testimony

Questioned by: Robert Treat Paine

About ten days before the massacre a British soldier named Christopher Rumbly of the 14th Regiment was at my house. He did talk very much against the town of Boston and said if there should be any problems, that the British Army was to march up King Street and stop them. He said he had been in many battles and that he thought he would soon be in a battle with colonists here. He would not miss with his musket and there will soon be blood in the streets of Boston.

Source 3: William Wyatt Testimony

Questioned by: Samuel Quincy

I heard the fire alarm bell ringing. I saw people running in several directions. I went the south side of the Town House, saw an officer leading out 8 or 10 men. Somebody met the officer and said “Captain Preston, look at this crowd. Take care of your men.” Preston told his men to turn around and they loaded their muskets. I saw about 100 people in Kings Street yelling, “Fire! Fire!” at the soldiers, trying to get them to shoot. In about 10 minutes, I heard a British troop say “Fire.” The soldiers took no notice. His back was to me, but I have no doubt the officer was Preston.

Source 4: John Cole Testimony

Questioned by: Robert Treat Paine

I saw Thomas Preston after the firing and spoke to the soldiers. I told them it was a cowardly action to kill men. They were pushing away people who were trying to come into the street and save those who were shot. A man in a red coat, which is what soldiers wear, came up and said, “Let them take the consequence of this.” I think he meant that this was the people’s own fault. I was within four feet of him. The soldiers were pushing and striking the people with their guns. I saw the people's arms moving but they had no sticks.

Source 5: Robert Goddard Testimony

Questioned by: Samuel Quincy

Captain Preston told the colonists to go home. The colonists were throwing snowballs. They did not leave, but threw more snowballs. The Captain was behind the soldiers. He told them to fire. One gun went off. A sailor or townsman struck the Captain. He said “Fire!” They all fired one after another about 7 or 8 in all. I was so near the officer when he gave the word fire that I could touch him.

Witnesses for the Defense (For the Soldiers)

Source 6: Ebenezer Bridgham

Questioned by: Josiah Quincy II

There were angry sailors yelling at the British troops. The soldiers stood with their muskets before them to protect the Town House, where the governor’s chamber was. A group of colonists, about twelve in number, with sticks in their hands, stood in the middle of the street. They started yelling and immediately surrounded the soldiers. They hit the soldiers’ guns with their sticks. I saw the people near me on the left, strike the soldiers' guns, daring them to fire. He said “fire!” and called them cowardly rascals.

Source 7: Ebenezer Hinkley Testimony

Questioned by: John Adams

Just after 9 o'clock, I saw many soldiers come out of the Guard House. Someone, I don't know who, cried out, "Fire upon them!" I followed them down before the Custom House door. The soldiers prepared their muskets. In 2 or 3 minutes, a boy threw a small stick. Then someone threw some pieces of snow as big as an egg. The group of people were about a foot away said, "They won't fire! Don't be afraid." I was a foot away from Captain Preston and I did not hear him give an order to fire.

Source 8: Theodore Bliss

Questioned by: Josiah Quincy II

I went to the Custom House. I saw Captain Preston there with the soldiers. I asked him if the muskets were loaded. He said yes. I saw the people throwing snow balls at the soldiers and saw a stick about 3 feet long strike a soldier upon his right cheek. He then fired. One or two snow balls then hit the soldier and another stick struck, before he fired. I did not hear any order given by the Captain to fire. I stood so near him, so I would have heard him.

Source 9: Newton Prince

Questioned by: John Adams

I heard the fire alarm bell ring. I ran out. I was told that there was no fire, but something better, there was going to be a fight. Some had buckets and bags and some had clubs. I saw some soldiers coming out of the Guard House with their guns and running down one after another to the Custom House. The people were calling them Lobsters, a mean name because of their red soldiers coats. The crowd dared them to fire. I saw Captain Preston speak to the people and try to calm them down. The people yelled “Fire!” I have heard no orders by the Captain to fire, only the people cried fire.

Source 10: Lieutenant Governor Thomas Hutchinson

Questioned by: Josiah Quincy II

After this happened, I asked Captain Preston, “How could you have told the soldiers to fire?” I thought he was offended at being asked, saying he did not tell the soldiers to fire. I do not know Captain Preston well, but his general character is extremely good.

Source 11: Captain Thomas Preston

Questioned by: John Adams

Everyone knows that the Majesty's troops have not been welcome in Boston. The people here have been spreading lies about the British troops.

That night, about 9 soldiers came to me and said that the town's people were gathering and we going to attack the soldiers. When we walked to the Town House, there was a large crowd there and they were saying the most horrible things. All of the King's money is in the Custom House. I was told the people wanted to attack the soldier guarding it and take his money. I sent 12 soldiers there. The mob became larger. They had clubs. The mob yelled, "You rascals, you bloody backs, you lobster scoundrels, fire if you dare."

Some well-behaved persons asked me if the guns were loaded. I replied yes. They then asked me if I would order the men to fire. I answered no. While I was speaking, one of the soldiers having received a severe blow by a stick and instantly fired his gun. After this, my men were hit with by a great number of heavy clubs and snowballs being thrown at them. All of our lives were in danger.

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 told the men that I gave no order; that my words were, don't fire, stop your firing.

Boston Massacre: Exit Ticket

Inquiry Question: *Was Captain Thomas Preston guilty of murder during the Boston Massacre?*

Take a stand on the following question: Was Captain Thomas Preston guilty of murder during the Boston Massacre? This should be your own argument and you do not have to agree with the opinion of your role in the mock trial. Include three pieces of evidence from the sources and trial materials.

LESSON PLAN 5-9: Road to Revolution: French & Indian War, and Acts of Parliament

MATERIALS

Road to Revolution: Image Sort (WORKSHEET 5-9.A)
Road to Revolution: Sources (WORKSHEET 5-9.B)
Road to Revolution: Exit Ticket (ASSESSMENT 5-9.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.15: Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. ... including Sugar Act (1764), Stamp Act (1765), Townsend Duties (1767), Tea Act (1773), ... the slogan, “no taxation without representation” (H, C, E)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Would you have supported the Crown?*

A. OPENER (15 minutes)

1. Participate in an Image Sort

Put students in small groups (4-5 students). Tell students that today we will be learning about the causes of the American Revolution. These are five images from the decade before the American Revolution. Your challenge is to as a group try to put the images in chronological order, which means from oldest to newest. You should use clues within the picture to try and figure out which images come first. Here is a big hint to start, this all started because of a war called the French and Indian War.

Hand students the four images found in Road to Revolution: Image Sort (WORKSHEET 5-9.A). Circulate the room asking and answering questions to help students see the various clues in the images.

After all students have their documents ordered, reveal the correct order and dates of each and read the brief statements below about what each image is (make sure students are look at the image when you read each).

Image D: 1759: Death of General Wolfe Painting

In 1759, during the French and Indian War, the British attacked the French at Québec City in Canada. The French has many more soldiers than the British. The battle lasted only 15 minutes and it included the head general, James Wolfe, being killed. Eventually, the British would win the war, but it cost them £70 million (which would be about \$80 billion today).

Image B: 1765: Stamp Act Protest Cartoon

In 1765, to help pay for the French and Indian War, the British Parliament forced colonists to pay a tax on all printed materials, such as legal documents, magazines, newspapers, and even playing cards. Many colonists did not like that they had no person to represent them in Parliament, so no one to vote on what was taxed. This is a cartoon in Britain to mock the many colonists who would not pay their stamp tax in protest (a boycott). It shows merchants back in London receiving boats full of stamps from America.

Image C: 1773: Tea Act Cartoon

In 1773, to help pay for the French and Indian War, the British Parliament forced colonists to pay a tax on tea, which was one of their most popular drinks. Many colonists did not like that they had no person to represent them in Parliament, so no one to vote on what was taxed. This is an American cartoon showing an angry colonist reading about the new Tea Act next to a soldier.

Image A: 1774: Sons of Liberty Cartoon

In response to the Tea Act, there were many protests, especially in Boston. In January 1774, a tax collector John Malcom had gotten in a fight with a patriot boy and man. A group of Bostonians found him, dragged him out into the streets, and tar and feathered him, which means to put hot tar on someone and then throw feathers on them. This is a cartoon of the incident, which was reported in the colonies and England.

Write the inquiry question for today on the board or chart paper: “Would you have supported the Crown?” Tell students today the goal will be to decide if you would have been a loyalist, someone who supports the King’s government or the “Crown,” or a patriot, someone who supported the rebelling colonists against the Crown.

B. DEVELOPMENT (10 minutes)

2. Read Different Sources About the Road to Revolution

Put students in small groups and assign them one of the sources found on Road to Revolution: Sources (WORKSHEET 5-9.B). Source 1 shows the two sides of the French and Indian War. Source 2 shows the two sides of the Sugar Act, including an adapted excerpt from the act. Source 3 shows the two sides of the Stamp Act, including an adapted excerpt from the act. Source 4 shows the two sides of the Townshend Act, including an adapted excerpt from the act. Source 5 shows the two sides of the Tea Act, including an adapted excerpt from the act.

3. Engage in a Jig Saw About the Road to Revolution

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on Source 1, 2, 3, and 4. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “Would you have supported the Crown?” In answering this question, students should debate between the four different sources. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

4. Write Up Argument on the Road to Revolution

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-9.C), where they write their own personal response to the lesson’s Inquiry Question: “Would you have supported the Crown?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-9.C

What to look for?

The students should defend being a loyalist or a patriot. All arguments should cite at least 3 pieces of evidence from the posters or sources.

Some information that students may include in their answer to the question:

Supported the Crown (loyalist)

- This is a British colony and the King is the ruler.
- Everyone must pay taxes to support the war/reduce war debt and the war was to protect the British colonists from the French and Indians.
- The taxes were also paid by people back in England.
- The Parliament got rid of almost every tax the colonists disliked.

Supported the rebels (patriot)

- There was “taxation without representation” and it was unfair to be taxed without a representative in Parliament.
- The colonists should not be paying for the French and Indian War; Britain chose to fight it.

Road to Revolution: Image Sort (A)

Try to put these images from 1754-1776 in chronological order, from the first (oldest) image to the last (newest) image.



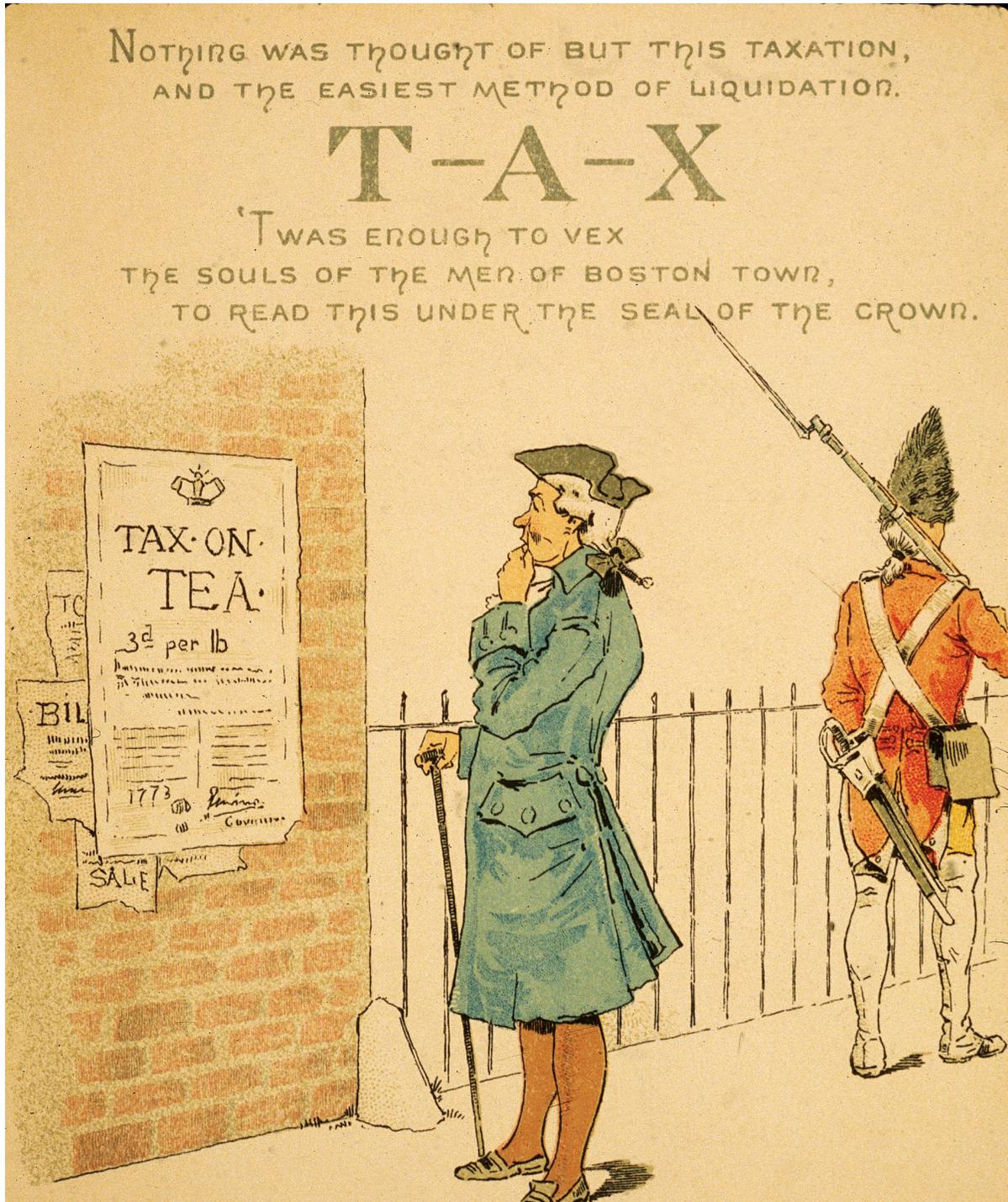
Road to Revolution: Image Sort (B)

Try to put these images from 1754-1776 in chronological order, from the first (oldest) image to the last (newest) image.



Road to Revolution: Image Sort (C)

Try to put these images from 1754-1776 in chronological order, from the first (oldest) image to the last (newest) image.



Road to Revolution: Image Sort (D)

Try to put these images from 1754-1776 in chronological order, from the first (oldest) image to the last (newest) image.



Road to Revolution: Sources

Source 1: French and Indian War or War of Conquest?



The British fought the French in a war from 1754-1763. The British colonists called this war “The French and Indian War,” because they, along with their Iroquois Indian allies were fighting the French and their Algonquin Indian allies. The French colonists called this “The War of Conquest,” because the British were fighting it to take their land in Canada. Above is a map of all the major battles of the war.

The French had a larger military in the Americas and did very well in the beginning of the war. The British would decide to spend a lot of money (£70 million, which would be about \$80 billion today) and win the war. At the end of the war, Britain and France signed the Treaty of Paris, which gave all of Canada to Britain. Britain allowed the French people to stay in Québec, continue to speak French, and practice Catholicism, which angered many of the British colonists (who spoke English, were Protestant, and were afraid of the French). The French and Indian War debt (money owed) would lead to the British putting many taxes on the colonists to pay for it.

Support: The war was fought to protect us, the British colonists from France. Britain won and we are safe. We rule over Canada.

Against: The war was unnecessary and fought so that Britain could expand its empire. It made us, the British colonists, less safe by angering the French colonists and Indians.



Above: The British victory that ended the French and Indian War.

Source 2: The Sugar Act (1764)



Text of the Sugar Act: Where there needs to be new money for the Kingdom to provide protection and peace in the colonies, ... there will be a tax placed on syrups and molasses. ... Colonists cannot buy sugar from other countries. All of the money collected will go to paying for the military protection of the American colonists.

In 1764, to help pay for the French and Indian War, the British Parliament forced colonists to pay a tax on sugar products, such as syrup, molasses, and rum alcohol. Many colonists refused to pay the tax (boycotts), smuggled French or Spanish sugar, and marched in the streets against it (like the protest pictured above). The Parliament would eventually get rid of the law because it made so many colonists mad.

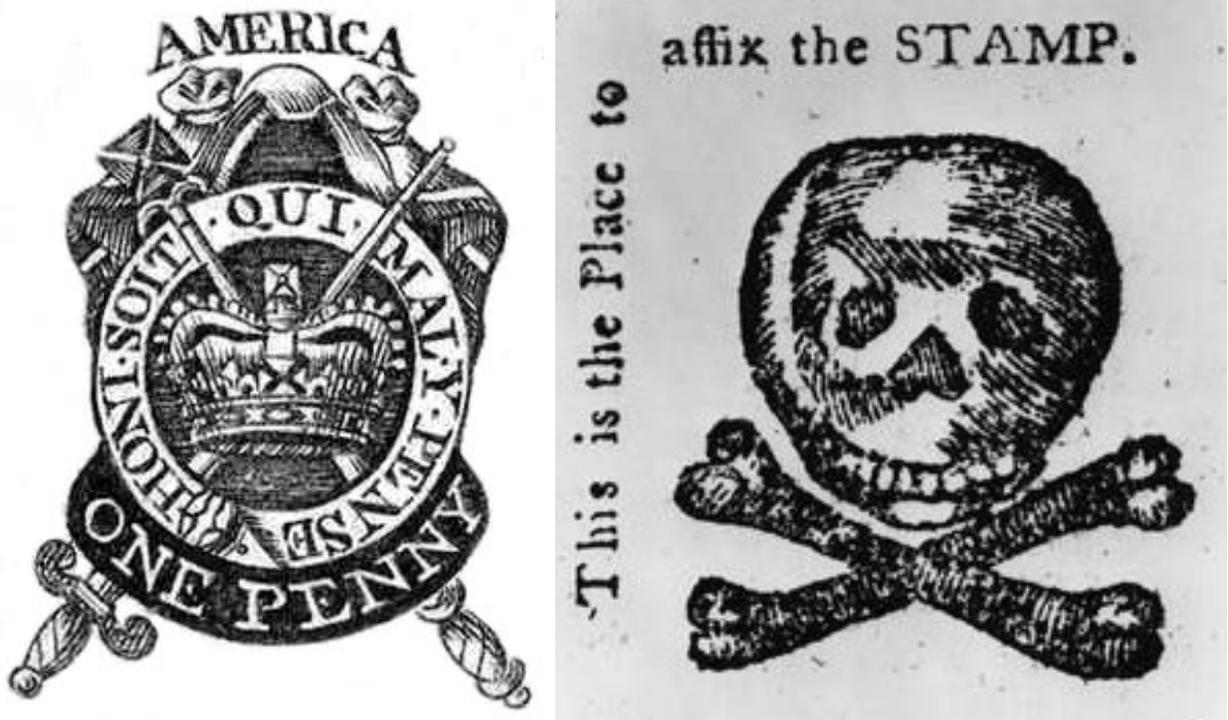
Support: We are loyal British people who support our King. The French and Indian War was justified and we should help pay for it.

Against: We have no representative in Parliament. We would be willing to pay needed taxes, as long as we get to have a say in what is taxed.



Above: A sugar cane plantation.

Source 3: The Stamp Act (1766)



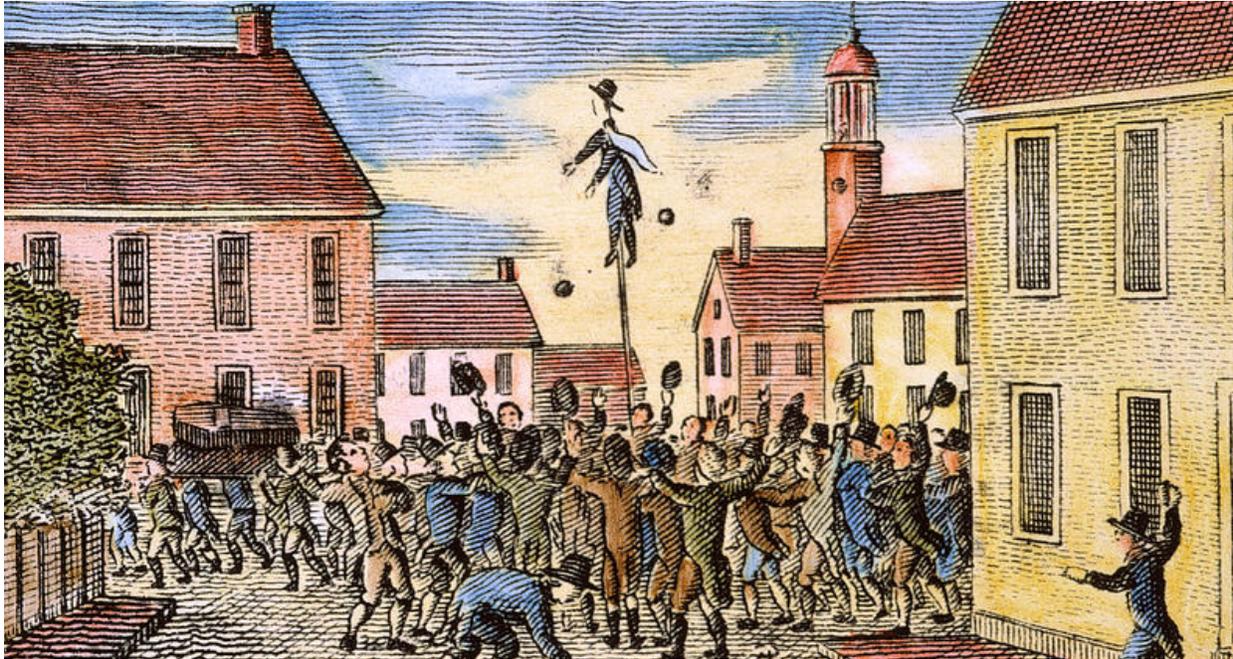
Above: (Left) What a stamp looked like. (Right) A fake protest stamp with skull and crossbones used to protest the Stamp Act.

Text of the Stamp Act: Where there needs to be money for the defending and protection of the colonies in America, ... there will be a tax of 3 pence placed on sheet or piece of paper for legal reasons ... 1 halfpenny placed on pamphlets and newspapers. ... 10 shillings placed on playing cards

In 1765, to help pay for the French and Indian War, the British Parliament forced colonists to pay a tax on all printed materials, such as legal documents, magazines, newspapers, and even playing cards. Many colonists refused to pay the tax (boycotts) and marched in the streets against it. The Parliament would eventually get rid of the law because it made so many colonists mad.

Support: We are loyal British people who support our King. The French and Indian War was justified and we should help pay for it.

Against: We have no representative in Parliament. We would be willing to pay needed taxes, as long as we get to have a say in what is taxed.



Above: Protesters in New Hampshire burning a tax collector doll in protest of the Stamp Act.

Source 4: The Townshend Acts (1767)

Text of the Townshend Act: *Where the Majesty needs money to run the colonial governments, taxes will be put on ... glass, ... lead, ... painting colors (paint), ... tea, ... atlases, ... sugar, ... paper, ... pots, ... dishes.*

In 1767, to help pay for the French and Indian War, the British Parliament forced colonists to pay a tax on many items brought into the colonies from elsewhere, such as glass, lead, paint, tea, atlases, sugar, paper, pots, dishes. It was named after Charles Townshend, the Parliament member who came up with the tax. Many colonists refused to pay the tax (boycotts) and marched in the streets against it. The Parliament would eventually get rid of the law because it made so many colonists mad.

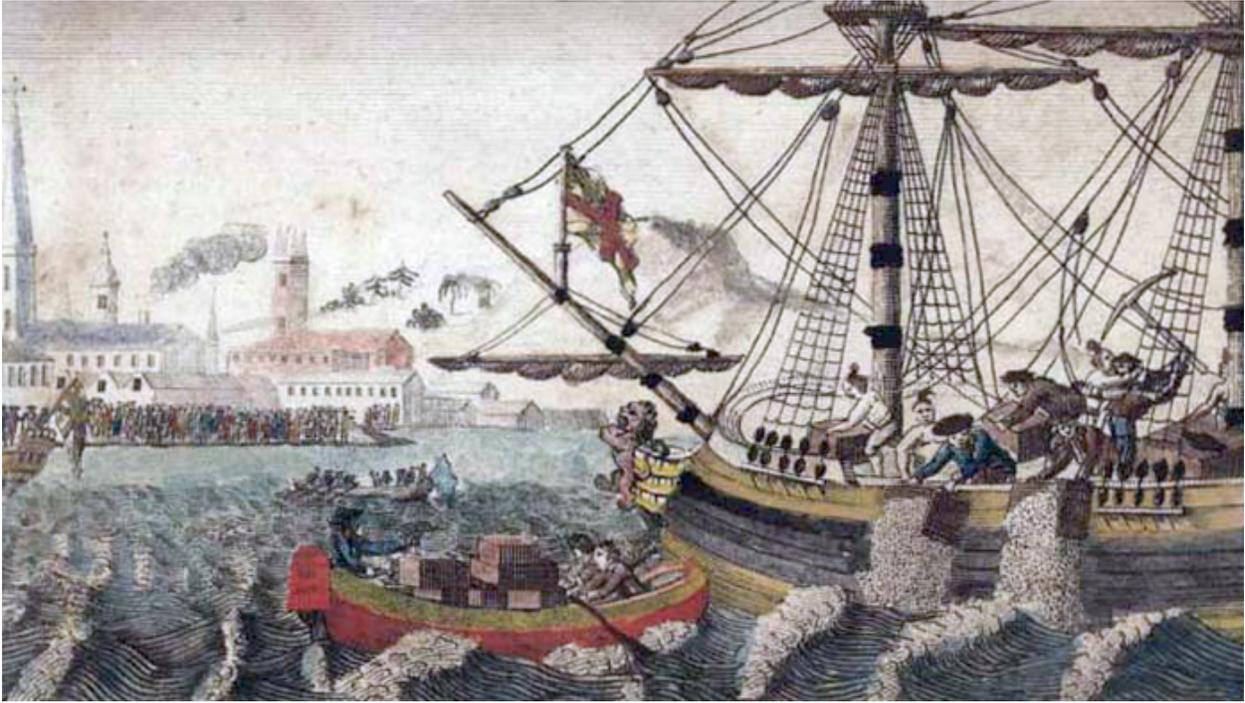
Support: We are loyal British people who support our King. The French and Indian War was justified and we should help pay for it.

Against: We have no representative in Parliament. We would be willing to pay needed taxes, as long as we get to have a say in what is taxed.



Above: A picture of Charles Townshend, who came up with the Townshend Acts.

Source 5: The Tea Act (1773)



Text of the Tea Act: There shall be a tax on all public sales of East Indian Company Tea. Colonists shall only buy tea from the East Indian Company.

In 1773, to help pay for the French and Indian War, the British Parliament forced colonists to pay a tax on tea, which was one of their most popular drinks. It also required them to buy their tea from one British company (a monopoly) called the East India Company. Many colonists did not like that they had no person to represent them in Parliament, so no one to vote on what was taxed. Many colonists refused to pay the tax (boycotts) and protested in the streets.

In December 1773, a group of mostly men ran to an East Indian Company ship and threw tea into Boston Harbor in protest (Boston Tea Party). In January 1774, a tax collector named John Malcom had gotten in a fight with a patriot boy and man. A group of Bostonians found him, dragged him out into the streets, and tar and feathered him, which means to put hot tar on someone and then throw feathers on them.

The Parliament would be so upset at these protests, instead of getting rid of the law, they closed the Port of Boston to trade, prevented colonial government from meeting, and stationed more soldiers there to keep the peace.

Support: We are loyal British people who support our King. The French and Indian War was right and we should help pay for it. Those who want to rebel from the Crown are only thinking about themselves, rather than our country and King. Also, most of the laws the colonists did not like have been ended. There is no need for representation in Parliament, because they listen to us already.

Against: We have no representative in Parliament. We would be willing to pay needed taxes, but we have been given so many new taxes without any say. We should rebel from the Crown.

LESSON PLAN 5-10: The Boston Tea Party

MATERIALS

Liberty Kids: Boston Tea Party Video (Lesson5-10Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]
Boston Tea Party: Liberty Kids Video Reflection (WORKSHEET 5-10.A)
Boston Tea Party: Sources (WORKSHEET 5-10.B)
Boston Tea Party: Exit Ticket (ASSESSMENT 5-10.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.15: Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. ... including ... Tea Act (1773), ... the slogan, “no taxation without representation” ... the Sons of Liberty, and the Boston Tea Party (1773) (H, C, E)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Were the colonists justified in rebelling from Britain?*

PREPARATION

1. Two Day Lesson

This lesson spans over two days. Day 1 involves learning viewing an episode of Liberty Kids about the Boston Tea Party. Day 2 includes debating if the Boston Tea Party was justified.

DAY 1

A. OPENER (10 minutes)

2. Engage in a Brainstorm on the Boston Tea Party

Ask students to tell you what they already know about the Tea Act (studied last class) and the Boston Tea Party. Project Source 1 from Boston Tea Party: Sources (WORKSHEET 5-10.A) to help stimulate their memory. Record answers on the board or white board. Anticipated responses may include: there was a tax on tea, “taxation without representation,” British needed to pay for the French and Indian War, men threw tea in Boston Harbor in protest, they have been to the Tea Party Museum in Boston.

B. DEVELOPMENT (20 minutes)

3. Watch Liberty Kids: Boston Tea Party Episode

Show the students a long cartoon video about the Boston Tea Party (Lesson5-10Video1). Stop the video to explain any concepts that may be difficult for students. After watching the video, ask the students, “What were the different opinions of the Boston Tea Party at the time?” Anticipated responses may include: some colonists thought the taxes were unfair with a representative in Parliament, some colonists thought it was wrong to damage private property, some colonists thought they not only the colonists should have freedom, but that enslaved people should also have freedom.

C. CLOSING (15 minutes)

4. Reflection on Liberty Kids: Boston Tea Party Episode

After the video, using Boston Tea Party: Liberty Kids Video Reflection (WORKSHEET 5-10.A), have students write down their initial thoughts about the Boston Tea Party. Tell them that we will be looking at evidence from the Tea Party next class, so they may change their mind, but right now, we should answer the question: Was the Boston Tea Party a protest for something important or a mob damaging property?

Collect students’ reflections, so they can be used at the beginning of next class.

DAY 2

A. OPENER (10 minutes)

5. Share Reflections on Liberty Kids: Boston Tea Party Episode

Have students share their reflections on the Boston Tea Party with the class. Draw comparisons and differences between the different perspectives and list them on the board or chart paper using a two column chart (differences; similarities).

B. DEVELOPMENT (20 minutes)

6. Analyze Sources from the Boston Tea Party

Distribute the documents that highlight the various perspectives of the Boston Tea Party (WORKSHEET 5-10.C) and remind students of the inquiry question: “Were the colonists justified in rebelling from Britain?” Source 1 shows an image from 1789 of the Boston Tea Party (notice there are few people dressed as Indians, which is historically accurate. Over time, history books and paintings exaggerated the number of people dressed as Indians). Source 2 shows an account from the Boston Gazette of the Tea Party. Source 3 shows George Robert Twelve Hewes’s (who participated) account of the Tea Party. Source 4 shows Ben Franklin’s “Join, or Die” cartoon, which was used at the time to encourage colonial unity. Source 5 is a letter from a Connecticut farmer who was against the Boston Tea Party. Source 6 shows Ben Franklin’s concern about protests damaging property.

Use a turn-and-talk activity where students examine the documents and discuss with a neighbor their initial answers to the inquiry question. Tell students that they must decide if the Tea Party was justified or not, choosing at least three clues from sources to support their argument. Tell students to use highlighters and make notes in the margins of the sources. Ask students to take bullet point notes on their discussion. Tell students that they should be thinking about who wrote each source. What perspective might they have (in favor or not of the colonists)? Is there a reason for them to be telling the truth or not?

C. CLOSING (15 minutes)

7. Write Up Argument on the Boston Tea Party

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-10.C), where they write their own personal response to the lesson’s Inquiry Question: “Were the colonists justified in rebelling from Britain?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-10.C

What to look for?

The students should defend being a loyalist or a patriot. All arguments should cite at least 3 pieces of evidence from the posters or sources.

Some information that students may include in their answer to the question:

Colonists were justified in the Boston Tea Party protest

- The tax was unjust (“no taxation without representation”).
- The protesters did not steal tea or damage other property; they were just stopping the tax and monopoly that they thought was wrong.
- They had support in other colonies.

Colonists were not justified in the Boston Tea Party protest

- Many of the other taxes were repealed, so this might have been too.
- It is never right to destroy someone else’s property.
- They should have used more peaceful means.
- They are encouraging riots and chaos.

Boston Tea Party: Sources

Source 1: Boston Tea Party Image



Source 2: An Account of Dumping the Tea (Boston Gazette)

Last Tuesday, people from many towns, as far away as 20 miles, gathered at the Old South Meeting House to send the East India ship Dartmouth back to London. When they refused to send the ship back to London, a number of brave men went down to the boats and emptied every one of the 342 chests of tea on the three ships. There was no damage done to the ships or any other property. The people of Boston gathered on the shore and almost everyone was happy about this event.

Source 3: George Robert Twelve Hewes's Account of the Tea Party

During the time, we were throwing the tea overboard, there were several attempts made by some of the citizens of Boston and its vicinity to carry off small amount of tea their family. ... Being found, the group stopped them. With one man, they took his hat and wig from his head, threw him with the tea ... into the water. Another man, since he was old, was allowed to escape. We wanted to make sure that everyone knew this was a protest for an injustice, not stealing.

Source 4: Join, or Die



“Join, or Die” is a political cartoon, drawn by Benjamin Franklin during the French and Indian War to tell the British colonists to fight the French. The letters (S.C.=South Carolina, V.=Virginia, N.Y.=New York, N.E.=New England, etc.) represent the different colonies. After the Boston Tea Party, this image would be used to tell the colonists to join the patriots and unite against the British government.

Source 5: Connecticut Farmer Samuel Seabury's Letter

Our peace is falling apart because our government is being taken over by rioting men. People are being denied liberty and their property is being destroyed. Men are saying a rebellion must occur because of a dispute with our Mother Country (Britain). That is crazy! Will you choose some group of rebels to lead us? ... No, if I must be enslaved, let it be by a KING and not by a bunch of lawless men.

Source 6: Benjamin Franklin's Letter to Boston Men

Benjamin Franklin, who was born in Boston and lived in Philadelphia, was a speaker for several American Colonies in London. After hearing about the Boston Tea Party, he wrote this letter to several Boston men, including Samuel Adams and John Hancock, who were the leaders of the Sons of Liberty (who lead the Tea Party protests). After, several members of Parliament accused him of starting the rebellion and forced him to return to the colonies.

I am very concerned. I know you are good men and you have no need to destroy private property. Most people here in England believe that Parliament has the right to tax. The East India Company are not our enemies. I wish and hope that you will repay them for any damage that you caused.

LESSON PLAN 5-11: Lexington and Concord

MATERIALS

Clipboards (not supplied)
Lined paper (not supplied)
Lexington Green Video (Lesson5-11Video1) [Located in the UOW Video Library:
www.christophercmartell.com/understandingourworld]
Lexington and Concord: Sources (WORKSHEET 5-11.A)
Lexington and Concord: Exit Ticket (ASSESSMENT 5-11.B)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.17: Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. ... including Lexington and Concord (1775) (H)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Who fired the first shot on Lexington Green?*

PREPARATION

1. Set Up Carousel Activity

Around the room, post sources from the Lexington and Concord: Sources (WORKSHEET 5-11.A)

A. OPENER (10 minutes)

2. Watch Lexington Green Video

Before showing the video, tell the students that for several years the British government had been sending more and more soldiers to Boston to deal with the colonists' protests and riots. Ask, "Can you remember any protests or riots from this period that we already studied?" Anticipated student responses may include: Boston Massacre, Stamp Act protests, Sugar Act protests, Boston Tea Party.

Tell students that on April 19, 1775, the British sent their soldiers, which they called "regulars," to go find many illegal guns that they thought the colonists were hiding in a barn in the town of Concord. They sent about 700 soldiers from Boston out to the countryside to find the guns. The colonists were told that this was going to happen, so Paul Revere, William Dawes, and Samuel Prescott set out on horses to warn the colonists throughout the country side. They yelled to fellow colonists that they rode by, "The regulars are coming out! The regulars are coming out!" This is where our film starts.

Show the students a short video showing the Battle of Lexington (Lesson5-11Video1). Stop the video to explain any concepts that may be difficult for students. After watching the video, ask the students, "Could you tell from that video who fired the first shot?" Solicit the students' opinions. Tell students that historians, people who write history books, debate who fired first. Some say it was the British. Some say it was the colonists. Some think it was someone else hiding behind a nearby tavern. Tell the students that today, we will be history detectives, trying to figure out who fired the first shot at Lexington.

B. DEVELOPMENT (20 minutes)

3. Engage in a Carousel Activity on Lexington and Concord

Give each student a clipboard with lined paper on it. Ask students to go to each of the six stations (WORKSHEET 5-11.A). At each station, the students should write the source name and take notes on each. Tell students that they should be thinking about who wrote each source. What perspective might they have (toward the colonial militiamen or the British soldiers)? Is there a reason for them to be telling the truth or not?

Once students have gone to each of the six stations, they should return to their seats. Put students in small groups. Have them look at their notes and decide if they think the British soldiers, the colonial militiamen, or someone else fired first. Have each group share with the class the theory that they think is most likely.

C. CLOSING (15 minutes)

4. Write Up Argument on Lexington and Concord

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-11.B), where they write their own personal response to the lesson’s Inquiry Question: “Who fired the first shot on Lexington Green?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-11.B

What to look for?

The students should take a stance on who fired the first shot at Lexington Green. All arguments should cite at least 3 pieces of evidence from the posters or sources.

Some information that students may include in their answer to the question:

Colonists fired first

- 32 militiamen said the British fired first.
- Sylvanus Wood, a militiaman, said that the British leader was mad, used angry words, and order his soldiers to fire.

British fired first

- A colonist said (through his sister) that the colonists had prepared guns to attack the British; the British soldiers warned the colonist and once they refused to leave order the soldiers to fire.
- John Barker, a British soldier, said the colonists fired first.

Someone behind the tavern fired first

- William Sutherland, a British soldier, said the shots came from behind the Buckman Tavern.

Lexington and Concord: Sources

Source 1: Diary of Lieutenant John Barker, British Army

A report from a British Army official who was at Lexington Green.

At 2 o'clock in the morning we marched through a very long stream. About 5 miles away from a town called Lexington, we heard there were hundreds of people there who were against us. At 5 o'clock we arrived there and saw many people, between 200 and 300. ... As we came near them, they fired one or two shots, upon which our men without any orders, fired back. ... We waited for some time there and continued to Concord.

Source 2: Statement by Colonial Militiamen

A statement signed by 32 of the colonial militiamen, who were at Lexington Green. The militiamen were often called “minutemen” because they were to always be ready within a minute.

We were 32 men present on Lexington Green on April 19, 1775. ... At about five o'clock in the morning, we went towards the Green, and saw a large body of troops marching towards us. We started to walk away. While our backs were turned to the British troops, they fired on us, and a number of our men were instantly killed and wounded. Not a gun was fired by any person in our company on the British soldiers before they fired on us, and continued firing until we had all made our escape.

Source 3: An Account from Ann Hulton

Ann Hulton heard this from her brother, who was at Lexington Green. Her brother was a custom's commissioner, who collected taxes for the King.

The people in the country had given guns to the minutemen companies in every town. ... About daybreak a number of the people appeared before the troops near Lexington. They were called to leave. They fired on the troops and ran off. The soldiers then shot about fifteen of them. The troops went on to Concord.

Source 4: Statement by Lieutenant William Sutherland, British Army

A report from a British Army official who was at Lexington Green.

On coming near to the Village of Lexington a fellow from the corner of the road on the right pointed his loaded his gun at me ... I told Major Pitcairn of it right away. We still went on further when three shots were fired at us, which we did not fire back. They came from the corner of a large house [Buckman Tavern] to the right of the Church.

This is possibly evidence that it was neither the British soldiers or the colonial militiamen, but someone else at the corner of the Buckman Tavern.

Source 5: Account from Sylvanus Wood,
colonial militiaman

The British officer swung his sword, and said, “Lay down your arms, you rebels, or you are all dead men. Fire!” Some guns were fired by the British at us. No person was killed or hurt. Captain Parker (leader of the colonial militia) ordered every man to take care of himself. The company immediately ran away. While leaping over the wall, the British fired and killed some of our men.

Source 6: What Happened After Lexington Green

The incident on Lexington Green resulted in eight colonial militiamen were dead and nine were wounded. No British soldiers were dead and one was injured.

The British Army continued on to Concord to find the barn full of illegal guns. They burned some gun carriages that they found, which spread to the Lexington Town Meetinghouse.

After searching for the guns for four hours without finding them, the British Army was getting ready to go back to Boston. At this time, over 2,000 militiamen had gathered near the North Bridge. Guns went off again. The militiamen were firing at the British soldiers from behind trees, stone walls, and houses. The British troops started running back to Boston. Many dropped their weapons and clothing in order to run faster.

LESSON PLAN 5-12: Declaring Independence

MATERIALS

School Grievances (WORKSHEET 5-12.A)
Declaration of Independence: Sources (WORKSHEET 5-12.B)
Declaration of Independence: Exit Ticket (ASSESSMENT 5-12.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.16: Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was the most important point made in the Declaration of Independence?*

A. OPENER (15 minutes)

1. Participate in Classroom Declaration of Independence Activity

Tell students that today we are going to learn about the Declaration of Independence, when the American colonies broke away from their mother country Britain. Before we do that, we will first pretend that our classroom is going to break away from our school. We are going to declare our independence from the school.

Tell the students that when any group declares independence, they have to explain why they want to break away. While we love our school and it is a great place, we will make a list of things that we think are unfair or rights that we should have as students. These are called grievances. Grievances are any complaints or protests of unfairness.

Give students the School Grievances (WORKSHEET 5-12.A) sheet. Tell students that they will have a couple minutes to make a list of any things they think are unfair or any rights they think they should have as students. We will then deliver these grievances to the school when we declare our classroom to be independent or separate from the school.

Give students 4-5 minutes to list their grievances about the school. As a class, have students state their grievances out loud. As they state their grievances, write them on the board or chart paper. After each grievance is read, ask the class to vote thumbs up if they agree or thumbs down if they do not agree. Circle any grievance that gets a majority (more than 50%) and add it to the class declaration of independence. At the end of this, have the students read their classroom declaration of independence. To make this more fun, invite the principal to attend the class and listen to the students' grievances (like the British King).

B. DEVELOPMENT (20 minutes)

2. Analyze the Declaration of Independence

Distribute the modified and abridged Declaration of Independence (WORKSHEET 5-12.B). Tell students that just like our classroom made our own declaration of independence, this is the declaration that the colonists made when they decided to separate or break away from Britain. It was done by a group called the Continental Congress, which had delegates from each of the 13 colonies. We are going to look at this today and decide what were the most important points they made.

For students in Dorchester, consider explaining that the Pierce House (across the street from The Kenny) was home to Samuel Pierce, who supported independence and was a Colonel in the Massachusetts militia. Just months before the Declaration of Independence was written, he led soldiers in the Battle of Dorchester Heights, which

forced the British Army out of Boston. He would have been incredibly excited after hearing that the Continental Congress declared independence.

Remind the students of the inquiry question: “What was the most important point made in the Declaration of Independence?” and pass out the exit ticket (ASSESSMENT 5-12.C). Use a turn-and-talk activity where students examine the Declaration of Independence document and discuss with a neighbor their initial answers to the inquiry question. Tell students that they must discuss and decide what was the most important point or sentence(s) written in the Declaration of Independence. Tell students to use highlighters and make notes in the margins of the source. Ask students to take bullet point notes on their discussion. Tell students that they should be thinking about who wrote the Declaration of Independence. What perspective might they have as patriots? How might loyalists or people back in Britain be different? Are these fair grievances or complaints?

C. CLOSING (15 minutes)

3. Write Up Argument on Declaration of Independence

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-12.C), where they write their own personal response to the lesson’s Inquiry Question: “What was the most important point made in the Declaration of Independence?” Tell students to cite at least one piece of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-12.C

What to look for?

The students should take a stance on the most important point in the Declaration of Independence. All arguments should cite at least 1 piece of evidence from the source.

Students answers will vary based on which points they chose.

Declaration of Independence: Sources

Source 1: Declaration of Independence (Modified and Abridged)

The unanimous declaration of the thirteen united States of America. When in the Course of human events, it becomes necessary for one people to stop being connected with another, it requires that they should say the reasons why they are separating (break apart).

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That Governments are made by Men, and get their powers from the people who are being governed. Whenever any Government becomes hurtful, it is the Right of the People to change or to abolish (get rid of) it, and to make a new Government. ... The history of the present King of Great Britain is a history of repeated injuries (hurting) and usurpations (doing things wrong), he has an absolute Tyranny (dictatorship, cruel ruler) over these States. To prove this, let Facts be submitted to the world.

He has refused to follow his own Laws, which are necessary for the public good.

He has stopped his Governors from passing laws until he approves them.

He has called legislative bodies at unusual, uncomfortable, and distance places.

He has refused the right to the people to rule themselves, by ending their Representative Houses (legislatures and assemblies).

He has stopped foreigners from becoming citizens and refused to allow people to migrate here.

He has stopped the judges and courts, so justice cannot be done. When judges do rule, they must do only what the King says.

He has sent new royal officials to harass (bother) our people.

He has kept armies among our people during a time of peace without our permission. They are quartered (staying in our houses and barns) among us.

He has cut off our Trade with the rest of the world.

He has pit Taxes on us without our Consent (permission; asking us).

He has stopped trials with juries of our fellow citizens.

He has declared that he is protecting us, but really waging war against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He has sent foreign soldiers here to fight against us.

He has encouraged fellow citizens to riot and encouraged Indians to attack the people living in the frontier.

A Prince whose character is a Tyrant (dictatorship, cruel ruler), is unfit to be the ruler of a free people. We have wanted the attention of our British brothers. We have warned them of how we have been treated. They have not listened to us. We must then have a Separation (break apart).

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world, do, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved (free) from all Allegiance (to follow) to the British Crown, and that all political connection between them and the State of Great Britain.

We pledge to each other our Lives, our Fortunes and our sacred Honor.

Georgia

Button Gwinnett
Lyman Hall
George Walton

North Carolina

William Hooper
Joseph Hewes
John Penn

South Carolina

Edward

Rutledge

Thomas

Heyward

Thomas Lynch

Arthur Middleton

Massachusetts

John Hancock

Samuel Adams

John Adams

Robert Treat Paine

Elbridge Gerry

Maryland

Samuel Chase

William Paca
Thomas Stone
Charles Carroll

Virginia

George Wythe
Richard Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson
Francis Lee
Carter Braxton

Pennsylvania
Robert Morris

Benjamin Rush
Benjamin
Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

Delaware

Caesar Rodney
George Read
Thomas
McKean

New York

William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey

Richard Stockton
John Witherspoon
Fran. Hopkinson
John Hart
Abraham Clark

New Hampshire

Josiah Bartlett
William Whipple

Rhode Island

Stephen Hopkins
William Ellery

Connecticut

Roger Sherman
Sam Huntington
William Williams
Oliver Wolcott

New Hampshire

Matthew Thornton

LESSON PLAN 5-13: Revolutionary War Journals

MATERIALS

Lined paper (not supplied)
White paper (not supplied)
Prince Hall (WORKSHEET 5-13.A)
Thayendanegea/Joseph Brant (WORKSHEET 5-13.B)
Deborah Sampson (WORKSHEET 5-13.C)
Titus Cornelius/Colonel Tye (WORKSHEET 5-13.D)
George Washington (WORKSHEET 5-13.E)
Benedict Arnold (WORKSHEET 5-13.F)
Revolutionary War Journals Checklist (ASSESSMENT 5-13.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)

MA-HSS.5.17: Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was life like during the American Revolution?*

PREPARATION

1. Two Day Lesson

This lesson spans over two days. Day 1 involves learning about diaries and starting to create a diary about a figure from the American Revolution and Day 2 includes finishing the diary entries and sharing with the class.

DAY 1

A. OPENER (15 minutes)

2. Make a Diary Entry for Yesterday

Start by asking students if they have heard of a diary by doing a “thumbs up, if yes, thumbs down, if no.” Ask students to tell you what they know about diaries. Explain that some people keep a diary to remember what happened in their day-to-day lives. Sometimes famous people’s diaries are published in books for others to read. Diaries usually start with the date of the entry and the phrase, “Dear Diary.”

Tell students that we will do a practice diary first. Lead the students in a brainstorming session about what they did yesterday. This should hopefully get students thinking about what they might include. Next, pass out lined paper and have students write a short diary entry about their day yesterday. Remind them to include the date, “Dear Diary,” and discuss each even in order from first thing of the day to the last thing of the day. Have a few students voluntarily read aloud their journal entries.

B. DEVELOPMENT (10 minutes)

3. Assign Revolutionary War Figures and Have Students Read and Take Notes

Assign students one of the six Revolutionary War Figures (5-13.A, 5-13.B, 5-13.C, 5-13.D, 5-13.E, 5-13.F). Have students read their assigned figure’s biography. Next, have students re-read it and underline or highlight any important information. Tell them this will be used to create their journal entries.

C. CLOSING (20 minutes)

4. Begin Creating Diary Entries

Have students use the information from their biographies to create three journal entries pretending to be their assigned person. Tell students to use Revolutionary War Journals

Checklist (ASSESSMENT 5-13.G) to make sure they do not miss anything. They should answer each of the prompts for the three journal entries. It is suggested that you make available a class computer, in case students want to look up additional information on their assigned figures. Circulate the room, helping the students who may need help.

At the end of the lesson, collect student work in folders to be distributed at the beginning of next class.

DAY 2

A. OPENER (5 minutes)

5. Review Work from Last Class

Distribute work folders to groups. Have students review their plans from the previous class.

B. DEVELOPMENT (30 minutes)

6. Continue Creating Diary Entries

Have students continue to use the information from their biographies to create three journal entries pretending to be their assigned person. Tell students to use Revolutionary War Journals Checklist (ASSESSMENT 5-13.G) to make sure they do not miss anything. They should answer each of the prompts for the three journal entries. It is suggested that you make available a class computer, in case students want to look up additional information on their assigned figures. Circulate the room, helping the students who may need help.

C. CLOSING (10 minutes)

7. Share Journal Entries

Have students share their journal entries with the class. Try to have at least one entry from each historical figure. Do this in order by asking students representing each figure to read entries first from Day 1, then from Day 2, then from Day 3. After each entry is read for each day, have students discuss how the figures had different views or opinions of the Revolutionary War. They should be allowed to read off of their diary entries (no need to memorize, unless they want to). At the end of the class, make a list of the people who supported (Patriots) and were against (Loyalists) the Revolutionary War. Make a two column chart listing why people supported (Patriots) or did not support (Loyalists) the Revolutionary War.

EVALUATION

ASSESSMENT 5-13.G

What to look for?

Students should create 3 journal entries from the listed dates and answer the posted questions. Across the 3 entries, students should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to their journal entries:

Problems in Boston

Prince Hall

- Considers himself British.
- Sides with Patriots.
- Sees similarities between how the Americans are treated by the British and how enslaved people are treated by their masters.
- Would have thought the events in Boston (i.e. Boston Massacre, Boston Tea Party, Closing of Boston Harbor) were the British treating the colonist unfairly (taxation without representation).

Thayendanegea/Joseph Brant

- Does not consider himself British.
- Sides with British.
- Does not like the way the American colonists take his people's land.
- Would have thought the events in Boston (i.e. Boston Massacre, Boston Tea Party, Closing of Boston Harbor) were the American colonists overreaching.

Deborah Sampson

- Considers herself British.
- Sides with Patriots.
- Does not like the way the American colonists have been treated by Britain.
- Would have thought the events in Boston (i.e. Boston Massacre, Boston Tea Party, Closing of Boston Harbor) were the British treating the colonist unfairly (taxation without representation).

Titus Cornelius/Colonel Tye

- Does not consider himself British.
- Sides with British (thinks they will free the enslaved people at the end of the war).

- Does not like the way the American colonists support slavery or treat enslaved people.
- Would have thought the events in Boston (i.e. Boston Massacre, Boston Tea Party, Closing of Boston Harbor) were the American colonists overreaching.

George Washington

- Considers himself British.
- Sides with Patriots.
- Does not like the way the American colonists have been treated by Britain.
- Would have thought the events in Boston (i.e. Boston Massacre, Boston Tea Party, Closing of Boston Harbor) were the British treating the colonist unfairly (taxation without representation).

Benedict Arnold

- Considers himself British.
- Sides with Patriots.
- Does not like the way the American colonists have been treated by Britain.
- Would have thought the events in Boston (i.e. Boston Massacre, Boston Tea Party, Closing of Boston Harbor) were the British treating the colonist unfairly (taxation without representation).

Independence

Prince Hall

- Sides with the Patriots still
- Supports the war
- Wants Black soldiers to be allowed into the Continental Army and will fight for the Patriots
- Wants Americans to be independent from Britain
- Believes the Americans were brave at Lexington and Concord, and Bunker Hill

Thayendanegea/Joseph Brant

- Sides with the British/Loyalists still
- Supports the war
- Wants to defeat the American colonies, because he thinks that the British government will stop the Americans from taking Mohawk land, and he will fight for Britain
- Wants Americans to remain part of Britain
- Believes the Americans have started a lot of trouble at Lexington and Concord, and Bunker Hill

Deborah Sampson

- Sides with the Patriots still
- Supports the war
- Wants women soldiers to be allowed into the Continental Army and will fight for the Patriots (secretly)
- Wants Americans to be independent from Britain
- Believes the Americans were brave at Lexington and Concord, and Bunker Hill

Titus Cornelius/Colonel Tye

- Sides with the British/Loyalists still
- Supports the war
- Wants to defeat the American colonies, because he thinks that the British government will stop slavery, and he will run away from his master and fight for Britain (joins the “Black Brigade”)
- Wants Americans to remain part of Britain
- Believes the Americans have started a lot of trouble at Lexington and Concord, and Bunker Hill

George Washington

- Sides with the Patriots still
- Supports the war
- Wants the Continental Army to be successful and agrees to lead the Patriots (commander of the Continental Army)
- Wants Americans to be independent from Britain
- Believes the Americans were brave at Lexington and Concord, and Bunker Hill

Benedict Arnold

- Sides with the Patriots still
- Supports the war
- Wants the Continental Army to be successful and agrees to lead the Patriots (leader of a regiment in New England and New York)
- Wants Americans to be independent from Britain
- Believes the Americans were brave at Lexington and Concord, and Bunker Hill

Peace of Paris

Prince Hall

- Glad the Patriots won and angry at Britain for fighting the war
- Thinks all the talk of equality may lead to the end of slavery (but it sadly will not)
- Thankful for the Patriot soldiers' bravery at Ticonderoga and Saratoga (thinks that Benedict Arnold is bad for switching sides)
- Sad about the British Capture of New York City, but happy for the colonists' victory at Yorktown (and George Washington's leadership)

Thayendanegea/Joseph Brant

- Sad that the American colonies won
- Worried about his people and how the White colonists will now treat them, since they sided with Britain
- Runs away to Canada in fear
- Happy about the British Capture of New York City
- Sad about the British loses at Ticonderoga, Saratoga, and Yorktown (which ended the war)

Deborah Sampson

- Glad the Patriots won and angry at Britain for fighting the war
- Thinks all the talk of equality may lead to women being treated more equally (but it sadly will not)
- Thankful for the Patriot soldiers' bravery at Ticonderoga and Saratoga (thinks that Benedict Arnold is bad for switching sides)
- Sad about the British Capture of New York City, but happy for the colonists' victory at Yorktown (and George Washington's leadership)

Titus Cornelius/Colonel Tye

- Sad that the American colonies won
- Would die at the end of the war in battle
- Happy about the British Capture of New York City
- Sad about the British loses at Ticonderoga, Saratoga, and Yorktown (which ended the war)

George Washington

- Glad the Patriots won and angry at Britain for fighting the war
- Thankful for the Patriot soldiers' bravery at Ticonderoga and Saratoga (thinks that Benedict Arnold is bad for switching sides)
- Sad about the British Capture of New York City, but happy for the colonists' victory at Yorktown (and how well his men fought)

Benedict Arnold

- Sad that the American colonies won (he switched sides in 1780)
- Worried about himself being seen as a traitor
- Runs away to London in fear
- Happy about the British Capture of New York City
- Happy about the British victories at Ticonderoga and Saratoga (because he led them), but really sad about Yorktown (since he switched sides and this means the British lost the war)

Prince Hall



Prince Hall was an African American from Massachusetts. He was born a slave, but gained his freedom by age 11. He became an abolitionist (against slavery). He also convinced Massachusetts to allow Blacks to attend public school (which was only for Whites). At the beginning of the war, he was a leather seller and made drum heads for the Patriot army. Black people were not allowed to join the Continental Army (Patriots), but he started a group to change that. He compared the colonists' treatment by Britain to that of enslaved people. He thought if African Americans fought in the war, the White Americans would free enslaved people after the war. Prince Hall would fight in the war. He was sad about Patriot losses (New York City), but celebrated victories (Ticonderoga, Saratoga, Yorktown). Sadly, slavery would not be ended at the end of the war.

Thayendanegea/Joseph Brant



Thayendanegea (thay-en-day-nee-gee-ah) was a Mohawk Indian from New York. He lived in an area with many different groups and could speak Mohawk, several other Native languages, English, and German. He went to a school to learn to write English and there he took the English name Joseph Brant. At the beginning of the war, he was angry that the American colonists were trying to take his people's land. Thayendanegea joined the British army. He became the leader of Indian soldiers in the British army. In 1779, the Continental Army (Patriots) marched through Pennsylvania and New York burning many Indian villages. Brant stood up to this. He was happy about Patriot losses (New York City), but sad about their victories (Ticonderoga, Saratoga, Yorktown). In the end, the Patriots would win and Brant and other Mohawks fled to Canada.

Deborah Sampson



Deborah Sampson was an English American from Massachusetts. As a young girl, her father left the family and her mother died, which was very difficult for her. Deborah would become a teacher. At the beginning of the war, she was upset that women were not allowed to be soldiers. She cut her hair, changed her clothes, made up a fake name of Robert Shirliff, and joined the Continental Army (Patriots). She would fight in the war for a year and a half. She was sad about Patriot losses (New York City), but celebrated victories (Ticonderoga, Saratoga, Yorktown). During one battle, she was shot. To avoid doctors finding out her gender, she took the bullet out herself. Since then, we have learned that several other women also pretended to be men and joined the army. Women would not officially be able to join the U.S. military until the 1900s.

Titus Cornelius/Colonel Tye



Titus Cornelius, also known as **Colonel Tye**, was an African American from New Jersey. He was born a slave. Near the beginning of the war, a British military leader Lord Dunmore promised that any slave who fought for Britain would be freed at the end of the war. Titus Cornelius ran away. He took on the name Tye, so his master would not find him. He joined the British “Black Brigade,” which was for African American soldiers. He would eventually become a leader and was known for being a very good soldier. They would often attack plantations and free other enslaved people. They felt fighting for the British was the only way that slavery would be ended, because many White Americans supported slavery. He was happy about Patriot losses (New York City), but sad about victories (Ticonderoga, Saratoga, Yorktown). Colonel Tye (Titus Cornelius) would die near the end of the war after being wounded in battle.

George Washington



George Washington was an English American from Virginia. He was born into a very wealthy family. During the French and Indian War, George Washington became an important leader of the colonial militia. At the beginning of the war, he is recruited to be the leader of the Continental Army (Patriots). His biggest struggle was at Valley Forge, where his men spent the winter in extreme cold and had little food and clothes supplies. Thousands of soldiers would die or run away. After that winter, things were better and George Washington would lead soldiers in many victories. In the Battle of Yorktown, George Washington's victory would be the end of the war. He was sad about Patriot losses (New York City), but celebrated victories (Ticonderoga, Saratoga, Yorktown). Over time he proved to be a smart military leader and would eventually lead the American forces to victory.

Benedict Arnold



Benedict Arnold was an English American from Connecticut. He was born into a very wealthy family and sold medicine and books. At the beginning of the war, angry at the British taxes, he joined the Continental Army (Patriots). He became a military leader and led victories at Fort Ticonderoga and Fort Saratoga in New York. He then invaded Québec, Canada, which failed. This made many leaders in the Continental Army angry with him. He would then be sent to Philadelphia, Pennsylvania to protect the city. He became angry at the Patriot leaders and started to secretly speak with British military leaders about joining their side. He would switch to the British side in 1780. He was happy about victories that he led (Ticonderoga, Saratoga), but after he switched sides, he was sad with Yorktown (since Britain lost). When the British lost the war, he fled to London and lived there for the rest of his life.

Revolutionary War Journals Checklist

Inquiry Question: *What was life like during the American Revolution?*

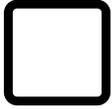
Students will answer the above inquiry question by creating a journal that highlights their assigned figures contributions to the Revolutionary War. Your journal should have the following (check box when complete):

Three journal entries from your person. Each should be a few sentences.

List the dates and begin each entry with “Dear Diary”.

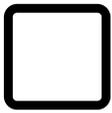
Day One Entry: August 1, 1774

Before the Revolutionary War starts on the problems in Boston. Do you consider yourself British? How do you feel about Britain? How do you view the events that happened in Boston (Boston Massacre, Boston Tea Party, Closing of Boston Harbor)



Day Two Entry: August 1, 1776

Should be during the Revolutionary War and after the colonies declare independence. How do you feel about Britain now? Do you support or oppose the war? Will you fight/are you involved in the Revolution? What are your hopes and worries? Discuss specific events like: Lexington and Concord, Bunker Hill, Declaration of Independence.



Day Two Entry: August 1, 1783

Should be after the end of the war, before the **Peace of Paris Treaty**, which officially ended the American Revolution. How do you feel about Britain now? Are you happy or sad that the American colonists have won? What are your hopes and worries (have they changed)? Discuss specific events like: Ticonderoga, Saratoga, British Capture of New York City, Yorktown.



If time: Draw a picture of your historical figure.

LESSON PLAN 5-14: Winners and Losers: The Peace of Paris

MATERIALS

Newburgh Troubles (WORKSHEET 5-14.A)
Washington's Newburgh Speech (WORKSHEET 5-14.B)
Problem 1: Loyalists (WORKSHEET 5-14.C)
Problem 2: Enslaved Black People Who Supported the British (WORKSHEET 5-14.D)
Problem 3: Britain in North America (WORKSHEET 5-14.E)
Peace of Paris (1783) Summary (WORKSHEET 5-14.F)
Exit Ticket: Peace of Paris (ASSESSMENT 5-14.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.17: Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Was the Peace of Paris fair?*

A. OPENER (10 minutes)

1. Respond to the Newburgh Soldier Problem

Tell students that we will start with a historical problem that they will need to find a solution to. Pass out the Newburgh Troubles (WORKSHEET 5-14.A). Have students take turns reading the scenario aloud (using choral, partner, or independent reading). The worksheet explains that at the end of the war, the Continental Army (Patriots) soldiers were on the verge of rebellion. The students will individually take on the role of a soldier and decide if they will: sign the petition and march to Philadelphia, sign the petition but not march to Philadelphia, or not sign the petition. Have students discuss the option they chose. Ask students to read the reasons that they listed on the form.

Next, tell students that George Washington himself has arrived. He has heard about the petition and the rumors. He reads the following speech. Have students take turns reading Washington's Newburgh Speech (WORKSHEET 5-14.B) aloud (using choral, partner, or independent reading). After the students have heard Washington's speech, have them decide if they will keep the same option or change it from the Newburgh Troubles worksheet (WORKSHEET 5-14.A). They should explain their ideas on the Washington's Newburgh Speech (WORKSHEET 5-14.B). Have students discuss the option they chose. Ask students to read the reasons that they listed on the form.

Tell students that today we will be studying the end of the Revolutionary War. We started with this historical problem, because it is important to realize that the new country is struggling, people have just experienced a terrible war, and they are still divided over leaving Britain. Tell students that in the end, the Continental Army did not rebel. George Washington was able to calm the soldiers down, but this was something that the new country was very worried about. As a new country, they were on the verge of falling apart at any time.

B. DEVELOPMENT (20 minutes)

2. Examine Sources About the Problems at the End of the War

Put students into small groups. Handout the sheet with the first problem, Problem 1: Loyalists (WORKSHEET 5-14.C). In their groups, have students take turns reading aloud (using choral, partner, or independent reading) the first problem. Students should discuss the problem and possible options. As a group, they should choose the option that they think is best. Tell students to let you know when they are done with problem 1. After they make a decision on problem 1, give each group Problem 2: Enslaved Black People Who Supported the British (WORKSHEET 5-14.D). Have them go through the same process, discussing problem 2 and the possible option. After they make a decision on problem 2, give each group Problem 3: Britain's Rights in North America

(WORKSHEET 5-14.E). Have them go through the same process, discussing problem 3 and the possible options.

3. Compare their Group Decisions to the Peace of Paris

In their small groups, have a students read Peace of Paris (1783) Summary (WORKSHEET 5-14.F). As the student reads, tell the other group members to underline or highlight any important information.

Tell students to go through each of the parts of the peace treaty and make a happy face on parts that they think are fair and a sad face on parts they think are unfair. Tell students to add up if they have more happy or sad faces in the end. They will use this to write up the exit ticket. Circulate the room answering questions and giving groups guidance.

C. CLOSING (5 minutes)

4. Write Up Argument on Peace of Paris

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-14.G) where they write their own personal response to the lesson's Inquiry Question: "Was the Peace of Paris fair?" Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-14.G

What to look for?

Students should take a stance on the fairness of the Peace of Paris (1783) and use at least three pieces of evidence to support their conclusion.

Some information that students may include in their answer to their journal entries:

Peace of Paris was fair:

- Britain lost and it makes sense that they had to give a lot to the United States
- The United States was allowed to be its own country
- Britain and the United States had to share the Mississippi River and Atlantic Ocean

- Although it was unfair that enslaved people were to be returned to their owners, Britain ignored this

Peace of Paris was unfair:

- Loyalists were supposed to be paid for their losses, but most were not paid; many were forced from their homes to places like Canada
- Enslaved Black people were to be returned to their owners (although Britain did not follow this)
- Britain was able to continue using the Mississippi River and Atlantic Ocean, which is not fair to the Americans and may put them at risk

Newburgh Troubles



Scenario: It is March 10, 1783. The Continental Army had a major victory at Yorktown and British soldiers are returning to England. George Washington has moved his soldiers to New York (soldiers and headquarters pictured above). Many of the soldiers have not been paid. They do not think a new United States government will have money to pay them. Their families are struggling back home with a lack of food and clothes.

A petition (letter with people signing if they agree) is being sent around to all of the soldiers. It says: **“We will take our weapons to Philadelphia and refuse to leave the Continental Congress until they pay us for our service.”**

The Continental Army seems about to rebel and take over the country. Rumors are spreading that they will make George Washington the King of the United States!

You are a soldier in the Continental Army. What will you do?

Option 1: I will sign the petition and I am willing to march to Philadelphia. The Continental Congress is treating the soldiers like the King of Britain treated the colonists. I will not stand for this. I am willing to fight against tyranny (cruel government).

Option 2: I will sign the petition, but I am not willing to march to Philadelphia. I want to show that I am upset with the Continental Congress and our lack of pay, but I am not willing to rebel or use violence against our new country.

Option 3: I will not sign the petition. I am unhappy with my lack of pay, but I trust the new government to find a way to pay us.

Circle an option above and explain why you chose it below:

Washington's Newburgh Speech



Washington says, “Gentlemen, I would like to address the soldiers who are sending around that petition. The idea of a war against our new nation is wrong. The person who wrote this, who will not share his name, is not a friend. I know times are tough. Congress has been slow. I give you my promise that I will bring this to Congress and will not stop until they give you what you deserve.”

After hearing Washington's speech, will you change your decision (from the last sheet, 5-14.A) or keep it the same? Explain why.

Problem 1: Loyalists



About 1 in 5 American colonists are **Loyalists**. They supported the King, Parliament, and did not want to leave Britain. Many of these Loyalists fought in the war for Britain. Many Loyalists were born and raised in the American colonies and have never been to Canada or England.

At the end of the war, the Loyalists are afraid that the Patriots might take their homes and land, put them in prison, or even hurt them. Many of these Loyalists are fleeing to Canada or taking boats to England. They might return to the new United States if they are promised their protection, freedom, and property.

In the peace treaty, what should we do? (See next page)

Option 1: Include in the peace treaty that Loyalists will be given full rights in the new United States. Anyone who threatens a Loyalists will be imprisoned and they should be allowed to live their life as they did before the war.

Option 2: Include in the peace treaty that Loyalists will have their homes and land protected, but not the same voting rights as Patriots (they did not support the new nation). If they choose to stay, no one will be able to force them out of their homes.

Option 3: Ask the Loyalists to leave the new United States. Provide them with free transportation to Canada or England. This is the only way to ensure their safety.

Circle the option above and explain why your group chose it:

Problem 2: Enslaved Black People Who Supported the British



About 20,000 enslaved Black people joined the British Army (only 5,000 enslaved Black people joined the Patriots). Many of the enslaved people had escaped their plantations and were runaways. The British Army promised enslaved people their freedom at the end of the war.

At the end of the war, American slave owners are now demanding that their runaway slaves are returned to them. The British government is worried that runaway slaves may be hurt or killed.

In the peace treaty, what should we do? (See next page)

Option 1: Include in the peace treaty that the enslaved people will be returned to their owners. Ask the new United States government to ban slavery.

Option 2: Include in the peace treaty that enslaved people who fought for Britain should be considered free. The new freeman can stay in the United States. The British government will pay all slave owners for their freed slaves.

Option 3: Include in the peace treaty that enslaved people who fought for Britain should be freed. The new freeman must leave the new United States and move to another British territory in Canada, the Caribbean, or Africa. The slave owners will not be paid for their loss.

Circle the option above and explain why your group chose it:

Problem 3: Britain in North America



Although the Patriots will get to have their own country in what was the American colonies, Britain still has several territories in North America. This includes Canada to the north (Montréal, Canada is pictures above), Jamaica, and other Caribbean islands to the South. Britain had long fished off the coast of New England and used the Mississippi River to transport goods.

At the end of the war, Americans are worried that Britain will attack them again and force them back into the British empire. They are worried about letting Britain continue to have their navy and army in the Atlantic Ocean and Mississippi River.

In the peace treaty, what should we do? (See next page)

Option 1: Include in the peace treaty that Britain can continue to use the Mississippi River and Atlantic Ocean for fishing, trade, and their military.

Option 2: Include in the peace treaty that Britain can continue to use the Mississippi River and Atlantic Ocean for fishing and trade, but not for their military.

Option 3: Include in the peace treaty that Britain can no longer use the Mississippi River and Atlantic Ocean (south of Canada).

Circle the option above and explain why your group chose it:

Peace of Paris (1783) Summary

Below is a summary of the peace treaty ending the war.

Put a happy face next to anything you think is fair and a sad face next to anything you think is unfair.

_____ 1. Britain gives the United States independence and they are no longer part of the British Crown.

_____ 2. The boundaries of the United States will be at Canada (part of Britain) and Florida (part of Spain).

_____ 3. Fisherman from the United States can fish in the Atlantic off the coast of Canada and fisherman from Britain (and Canada) can fish off the coast of New England.

_____ 4. The Congress will ask all states to pay Loyalists for the land that they lost. They will stop their people from taking more land from Loyalists. *(Most Loyalists were not paid and about 100,000 would flee the United States with half going to Canada)*

_____ 5. Prisoners from the war will be returned. This includes enslaved people who fought for the British. They will be returned to their owners. *(Britain did not do this and 3,000 former slaves were allowed to go to Canada and others went to the Caribbean or Africa)*

_____ 6. Britain and the United States will forever be able to use the Mississippi River.

LESSON PLAN 5-15: Shays' Rebellion

MATERIALS

Shays' Rebellion Film Clip Part 1 (Lesson5-15Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]
Shays' Rebellion Film Clip Part 2 (Lesson5-15Video2) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]
Shays Rebellion: Sources (WORKSHEET 5-15.A)
Preparation for the Corner Debate (WORKSHEET 5-15.B)
STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE signs (MATERIALS 5-15.C)
Shays' Rebellion: Exit Ticket (ASSESSMENT 5-15.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.21: Describe Shays' Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Were the participants of Shays' Rebellion justified in their revolt?*

A. OPENER (10 minutes)

1. Watch the Shays' Rebellion Film Clip 1

Tell students that we are going to watch a video clip that tells us about what life was like for many farmers in Massachusetts in the early years of the new United States. Show the students a short video clip about Shays' Rebellion (Lesson5-15Video1). Stop the video to explain any concepts that may be difficult for students.

After watching the video, ask students for their reactions. What was life like for Massachusetts farmers in the new United States? Do you think this seems fair? Anticipated responses: They were poor, they were losing their farms, they were being sent to jail, their families were starving, some farmers couldn't vote, people in Boston (merchants, business) were wealthy, Boston politicians were taxing the farmers, farmers were angry and started to protest. What are some ways that the farmers can influence or change their government to make things better? Anticipated student responses: vote (well some farmers who land, at least), write letters to the government, protests in the streets, sign petitions, riot/cause damage.

B. DEVELOPMENT (25 minutes)

2. Examine Sources As a Whole Class

Ask the students to read aloud (using choral, partner, or independent reading) the three documents on Shays' Rebellion: Sources (WORKSHEET 5-15.A). Source 1 is a statement from Daniel Shays about the rebellion. Source 2 is a letter from Thomas Jefferson supporting the rebelling farmers. Source 3 is a letter from the Massachusetts General Court (legislative branch) demanding an end to the rebellion. After reading each document, solicit from students what important facts should be underlined and highlighted about each source. Make sure they highlight examples of how Daniel Shays/Thomas Jefferson and the Massachusetts General Court disagree.

3. Participate in a Corner Debate on Shays' Rebellion

Have students think about the different issues during Shays' Rebellion by answering the questions on the Preparation for the Corner Debate (WORKSHEET 5-15.B) sheet.

Ask students to bring their preparation sheets with them and stand up in the middle of the room. Post in the four corners of the room the signs that say "STRONGLY AGREE," "AGREE," "DISAGREE," "STRONGLY DISAGREE" (MATERIALS 5-15.C).

Read each of the questions. Tell students if they think it would be a good choice, they should stand under "STRONGLY AGREE" or "AGREE," or a bad choice, they should stand under "DISAGREE" or "STRONGLY DISAGREE." Ask students to explain why they agree or disagree. Repeat this with the other questions. If there are no agrees or

disagrees for a question, as the teacher, you should stand there and give a reason why it might be a good or bad choice.

4. Watch the Shays' Rebellion Film Clip 2

Tell students that we are now going to watch a video clip that tells us what happened next. The Shays' rebels, to show how upset they were, took over the Springfield Armory, which is the place where the army stores guns and canons. Show the students a short video clip about Shays' Rebellion's end (Lesson5-15Video2). Stop the video to explain any concepts that may be difficult for students.

After watching the video, ask students for their reactions. Do you think it was right for the Shays' rebels to use violence? Would other ways have worked better? How would you feel if you were a farmer who lost his home or was sent to jail for taxes? Can you understand why they were so angry? Anticipated responses: Violence should never be used, they should have used peaceful protests, peaceful protests did not work and no one was listening to them, their families were starving and losing their land, the people in Boston did not care about them.

C. CLOSING (10 minutes)

5. Write Up Argument on Shays' Rebellion

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-15.D), where they will write an answer to the lesson's Inquiry Question: "Were the participants of Shays' Rebellion justified in their revolt?" Tell students to cite at least three pieces of evidence from the sources.

6. Share Arguments on Shays' Rebellion

Have students share their arguments about Shays' Rebellion with the class. Draw comparisons and differences between the different perspectives on the board or chart paper using a two column chart (Shays' rebels, General Court).

EVALUATION

ASSESSMENT 5-15.D

What to look for?

The students' arguments on Shays' rebellion should take a stance that it was justified or not. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answers:

Shays' Rebellion was justified:

- The Massachusetts government was not taking care of its people
- All peaceful protests did not work, so they needed to resort to a rebellion
- Their lives and family's lives were at risk, so they were right to do whatever it takes to protect their families

Shays' Rebellion was not justified:

- Violence is never acceptable; they should have used peaceful protests
- The debt needed to be paid off by Massachusetts and the only way they could do that was raising taxes
- The wealthy people should have paid more taxes to help relieve the farmers' debt

Sources: Shays' Rebellion

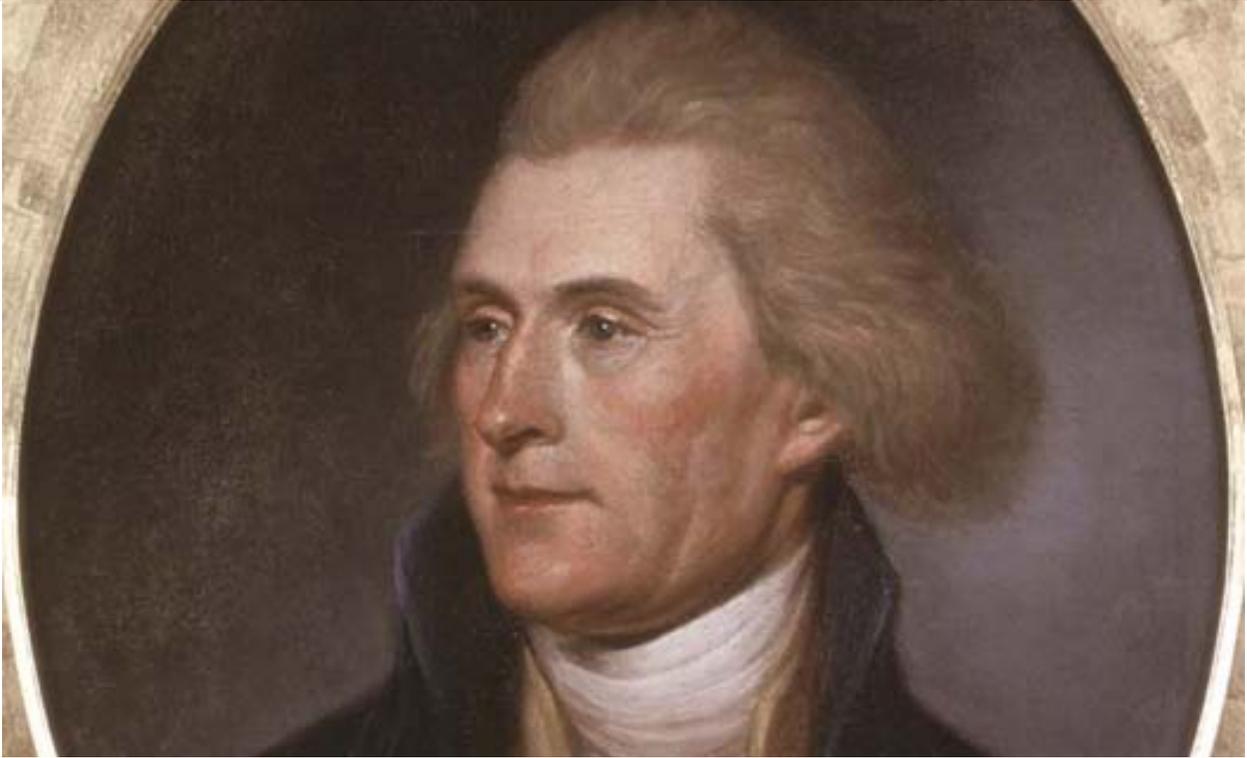
Source 1: Captain Daniel Shays' Letter to General Benjamin Lincoln (1786)



Above: The only known drawing of Daniel Shays (left).

The people assembled (getting together) in Western Massachusetts are furious (angry) and have decided to take up arms (guns). We do this for our families, because we are losing the land that we own. We have no other choice. We are willing to lay down our arms (put down our guns) if you pardon (forgive) us and let us return to our homes.

Source 2: Thomas Jefferson's Letter to a Friend (1787)



Above: A picture of Thomas Jefferson (1791), who helped write the Declaration of Independence.

What country has never had a rebellion? What country from time-to-time does not warn its rulers that they will resist (fight back) to keep their spirit? Let the Shay's rebels take arms (guns). This can be fixed by facts and pardon (forgiving).

The tree of liberty must be refreshed (made healthy) from time to time, with the blood of patriots and tyrants (dictators). Our convention has been too much concerned by the rebellion of Massachusetts. They are setting up an eagle to keep the hen yard in order (meaning they are giving us a warning to make things better).

Source 3: Address to the People of the Commonwealth by the General Court (1786)



Above: A picture of the Springfield Armory and the fight between Shays' men and the Massachusetts militia.

Massachusetts has a large debt (money owed) from the Revolutionary War and we think the people of the Commonwealth will be happy if we pay that debt. The reasons for this debt is the citizens. The Legislature (General Court) raised these taxes to bring money again to our Treasury (money saved like a bank). We have used this money to hire men and buy supplies for our army. Our citizens must be more frugal (save their money) and pay their debt. Otherwise this will ruin our Commonwealth.

Preparation for the Corner Debate

Think about the following sentences and decide if you think “strongly agree,” “agree,” “disagree,” or “strongly disagree.” Then explain why.

It was unfair that farmers were losing their land and going to jail because of taxes.

Circle:

Strongly Agree Agree Disagree Strongly Disagree

Massachusetts needed to raise taxes to pay back its debts from the American Revolution.

Circle:

Strongly Agree Agree Disagree Strongly Disagree

A rebellion is good sometimes, because it keeps the government doing the right thing (Thomas Jefferson).

Circle:

Strongly Agree

Agree

Disagree

Strongly Disagree

The Shays' rebels were justified (right) in their protests.

Circle:

Strongly Agree

Agree

Disagree

Strongly Disagree

**STRONGLY
AGREE**

AGREE

DISAGREE

**STRONGLY
DISAGREE**

LESSON PLAN 5-16: Mock Convention: Writing the Constitution

MATERIALS

Image (WORKSHEET 5-16.A)
Mock Constitutional Convention Roles (WORKSHEET 5-16.B)
Constitutional Items (WORKSHEET 5-16.C)
Summary of the Constitution (WORKSHEET 5-16.D)
Constitutional Convention: Exit Ticket (ASSESSMENT 5-16.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.22: Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C)

- A. distribution of political power*
- B. rights of individuals*
- C. rights of states*
- D. the Great Compromise*
- E. slavery*

MA-HSS.5.25: Identify the three branches of the United States government as outlined by the Constitution.

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Did the delegates at the Constitutional Convention make the right decisions?*

PREPARATION

1. Two-Day Lesson

This lesson spans over two days. Day 1 involves preparing for a mock Constitutional Convention. Day 2 includes engaging in a mock Constitutional Convention.

DAY 1

A. OPENER (10 minutes)

2. Questions About the Constitutional Convention Images

Give students the Image (WORKSHEET 5-16.A). Do not reveal that these are images of the Constitutional Convention. Tell the students to look at the image closely and quietly. Give them about one minute. Write on the board or chart paper: “What do you notice about the people in this picture?” Next, have students turn-and-talk with a partner answering the question. Have students share out their answers. Anticipated responses may include: Men with funny hair or clothes, only men, only White people, they are in a large room, the room is fancy (chandelier), there are flags/American flags, they may recognize specific individuals (i.e. Ben Franklin, George Washington, Alexander Hamilton [the guy from the musical], James Madison, Thomas Jefferson [actually not depicted; was not at the convention]). Next, write on the board or chart paper: “Are there some things in common between the people in the picture? Are there certain people missing from this group?” Anticipated responses may include: they are all men, they are all White people, they are all dressed well (maybe wealthy).

Explain to the students that today we will be learning about the Constitutional Convention, when the United States decided to create a new government. After Shays’ Rebellion in Massachusetts, which we learned about last time, the Continental Congress was very worried that farmers were going to rebel and the country would fall apart. They decided to meet in Philadelphia, Pennsylvania, and make a new government that might be stronger. This was called the Constitutional Convention. Write Constitutional Convention on the board or chart paper. At this time, only White men who were well-known and wealthy were invited to the Constitutional Convention. They did not invite poor men, women, African Americans, or Indigenous people. Although they were only from one group, they needed to deal with issues that effected all Americans. Those issues included (and write the issues on the board or chart paper): slavery, taxes, suffrage, branches of government, and how much power the national government

should have over states. Ask students to help define each of these words: slavery, taxes, suffrage, branches of government. If they do not understand a word, use a dictionary or supply them with the following student friendly definitions:

Slavery: Forced work for someone else for no pay

Taxes: Money collected to provide things for all people

Suffrage: The right to vote and choose leaders.

Branches of government: What people will decide the rules or laws for our country and decide if people are following them.

B. DEVELOPMENT (25 minutes)

3. Set Up Roles for Constitutional Convention

Explain that over the next two classes we will have a Mock Constitutional Convention, but instead of only inviting White slave owners and merchants (who were the only people invited back then), we will invite all of the groups in the new United States to attend.

Tell the students that you, as the teacher, will be playing the role of George Washington. He attended the Constitutional Convention, but did not represent a state. His job was to make sure everyone was being respectful during the debate.

Put students into 6 groups of approximately even size. Give copies to each student of their role in the Mock Constitutional Convention: Roles (WORKSHEET 5-16.B-Part 1) sheets. Only pass out the Part 1 handout (Parts 2-4 would be used at a later point). Have each group read their assigned role's overview (do not have them read their stances on the issues yet) to the entire class (using choral, partner, or independent reading). Tell students that during the Constitutional Convention it is important that you stay in character and try to make decisions and votes based on what your sheet says.

4. Look Over Issue List and Make Decisions on Their Stances

In their small groups, have students read their group's stance on the main issues of the Constitutional Convention found in the Mock Constitutional Convention Roles (WORKSHEET 5-16.B) sheet.

Next, pass out the Mock Constitutional Convention: Items (WORKSHEET 5-16.B-Part 2) handout on proposed items for the new Constitution. Have students read the proposed items to the entire class (using choral, partner, or independent reading).

Have students work in their small groups. Using the Mock Constitutional Convention: How You Will Vote (WORKSHEET 5-16.B-Part 3) sheet, have students debate their stance on each of the proposed items in the new Constitution. Students should then circle if they will vote for the proposal or not and explain why. Circulate the room answering questions and giving groups guidance.

C. CLOSING (10 minutes)

5. Create Alliances

Tell students that an important part of the Constitutional Convention was creating alliances or agreements with other groups. You make deals. I will vote this way, if you vote that way. At the same time, remind them that they must stay true to what it says on their sheet. For example, a Black freeman is probably not going to ever support slavery.

Have students take the Mock Constitutional Convention: How You Will Vote (WORKSHEET 5-16.B-Part 3) sheet, where they wrote their stances. Have them visit each of the other groups. Have them list groups that agree with them on certain issues next to the item. Tell them to try and convince groups to vote a certain way.

DAY 2

A. OPENER (5 minutes)

6. Review From Last Class

Have students take the Mock Constitutional Convention: How You Will Vote (WORKSHEET 5-16.B-Part 3) sheet and review their groups' stances. Assign any students who were absent to a group and ask their classmates to review what they did last class with them.

B. DEVELOPMENT (25 minutes)

7. Engage in Constitutional Convention

Teacher will project on the board the different resolutions that were proposed in the Constitution. Tell the students that you are George Washington and you are here to preside over this Continental Congress (consider even wearing a white wig for effect). Although we will disagree, you will make sure everyone is respecting each other. Start with Item 1: Slavery. Have a student voluntarily read the proposal. Ask students to raise their hands and explain why they are for or against the measure. Next, have only White men who own property vote (White Slaver Owners; White Merchants). Tally and tell the students if it passes (yes) or fails (no). Next, allow every group to vote. Tally and tell the

students if it passes (yes) or fails (no). Ask students if the results were the same or different. Ask them to explain why they were the same or different and which groups were for or against them. Next, proceed to Item 2: Taxes, then Item 3: Suffrage, then Item 4A: Legislative, Item 4B: Executive, Item 4C: Judicial, and Item 5: National Government Power. Use the same process as Item 1.

When all of the voting is done, hand out the Mock Constitutional Convention: How They Voted (WORKSHEET 5-16.B-Part 4). Tell students this is how the actual Continental Congress voted. Remember, only White men who owned property attended. Ask the students if their votes were the same or different than our classes? Ask students why they think this was so?

Next, hand out Summary of the Constitution (WORKSHEET 5-16.C). Tell students this is a summary of the actual Constitution that the Convention passed. The parts that are underlined relate to the items that we debated today. You will use this along with your other handouts to do the exit ticket.

C. CLOSING (25 minutes)

8. Write Up Argument on the Constitution

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-16.E), where they write their own personal response to the lesson's Inquiry Question: "Did the delegates as the Constitutional Convention make the right decisions?" Tell students that they should choose at least 3 items from the Constitution and cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-16.E

What to look for?

The student should take a stance on at least 3 parts of the Constitution that were either good or bad decisions. All arguments should cite at least 3 pieces of evidence from the sources.

Students answers will vary based on which points Students answers will vary based on which point they chose. they chose.

Image



Mock Constitutional Convention: Roles (Part 1)

Group 1: White Slave Owners



Above: James Madison, a Virginia slave owner and lawyer. He was invited to the Constitutional Convention.

Overview: You have become very wealthy growing and selling tobacco, indigo, and rice in the South. The typical wealthy slave owner has about 25 slaves. The enslaved people do all of the hard work on their plantations. They plant, harvest (cut down), and dry the crops. The enslaved people sometimes run away and a slave catcher can be hired to find and return them. Slave owners see the slaves as their property (own them) and they are very expensive (cost a lot).

Slavery: You are against any attempts to end slavery. Your plantation would not be able to find enough workers without slaves.

Taxes: You want taxes to be low, because they will take away your profit (the money you make from your crops). You make a lot of money selling you crops to other countries. You do not support any taxes on goods sold to other countries through trade (export taxes).

Suffrage (Voting): You believe that people who own land or businesses (property) are better. You believe that women, Black, or Indigenous people are not equal to White men. You only want White men who own property to vote.

Branches of government: You are from a southern state with less population. You are worried the states with more people may get more say in Congress. You want every state to have an equal number of delegates in Congress (equal representation). You support a president who will serve for life and enforce the laws. You support judges to rule on court cases and serve for 10 years, which would allow judges to change more often.

National government power: You are worried that the new U.S. government will have too much power. You supported the American Revolution, because you thought the King had too much power. You want the most power to be given to the states.

Group 2: White Merchants



Above: Rufus King, a Massachusetts merchant and lawyer. He was invited to the Constitutional Convention.

Overview: You have become very wealthy as a merchant or businessman in the North. Your business trades molasses, sugar, tea, wine, and other products with people from Europe and across the world. You used to be able to only trade with England, but you can now trade with France, Portugal, Spain, Holland, and other countries. Although you do not own slaves (your state of Massachusetts banned slavery a few years ago), you do get tobacco, rice, indigo, and other items cheap because of slavery in the South.

Slavery: You are against slavery, but are willing to allow it. You think it is immoral, but also know you get cheaper raw materials (things that you turn into other things) from the South.

Taxes: You want taxes to be low, because they will take away your profit (the money you make from trading goods). You do not support any taxes on goods brought in from other countries through trade (import taxes).

Suffrage (Voting): You believe that people who own land or businesses (property) are better than people who do not. You believe that women, Black, or Indigenous people are not equal to White men. You only want White men who own property to vote.

Branches of government: You are from a northern state with more population. You are worried the states with less people may get more say in Congress. You want states with more people to have more delegates in Congress (proportional representation). You support a president who will serve for four years and enforce the laws. You support judges to rule on court cases and serve for life (so no one can change the judges to get a different ruling).

National government power: You are worried that the new U.S. government will be too weak (your state recently had a farmer uprising called Shays' Rebellion). You want the most power to be given to the national government.

Group 3: White Farmers



Above: An image of a typical farming family. They were not invited to the Constitutional Convention.

Overview: You have been struggling to make money as a farmer in the Mid-Atlantic states. You and your family do all the hard work on your farm. You plant, harvest (cut down), and dry the crops. You need all of your children to stay on the farm and work, so you cannot send them to school. You do not own your land and have to rent it (pay someone else to use it). You fought in the American Revolution, but was never paid your wages. You owe people money. You are worried about your ability to feed your family.

Slavery: You are against slavery. You think it is immoral, but also unfair that some plantations can get very rich from the work of enslaved people.

Taxes: You want taxes to be higher, because it can be used to pay your soldier wages and improve the roads that you take your crops to market on.

Suffrage (Voting): You believe that women, Black, or Indigenous people are not equal to White men. You only want White men to vote. You think it is unfair to not allow a White man to vote if they do not own land or businesses.

Branches of government: You are from a northern state with more population. You are worried the states with less people may get more say in Congress. You want states with more people to have more delegates in Congress (proportional representation). You support a president who will serve for four years and enforce the laws. You support judges to rule on court cases and serve for life (so no one can change the judges to get a different ruling).

National government power: You are worried that the new U.S. government will have too much power. You supported the American Revolution, because you thought the King had too much power. You want the most power to be given to the states.

Group 4: Women



Above: Phillis Wheatley, a Boston freewoman, poet, and supporter of the American Revolution. She was not invited to the Constitutional Convention.

Overview: You are a woman. You are married and the head of a family. During the American Revolution, you took care of your children and farm when your husband and sons were fighting. As a woman, you are often treated poorly by men and given no say in government (this was even worse for Black and Indigenous women). In many states, you do not have the right to own a house or business, vote or run for office, go to college, or speak in public.

Slavery: You are against slavery. You think it is immoral, but also see women and enslaved people as both being treated poorly by the men in power.

Taxes: You want taxes to be higher, because it can be used to pay your husband and son's soldier wages and improve the roads that you use to travel places.

Suffrage (Voting): You believe that all citizens are equal. You think it is unfair to not allow a person to vote because they are a woman, Black or Indigenous person, or do not own land or businesses (property).

Branches of government: You are from a northern state with more population. You are worried the states with less people may get more say in Congress. You want states with more people to have more delegates in Congress (proportional representation). You support a president to enforce the laws and courts to rule on cases. You support a president who will serve for four years and enforce the laws. You support judges to rule on court cases and serve for 10 years, which would allow judges to change more often. This may lead to a president and judges more likely to give women equal rights.

National government power: You want women to be treated as equals to men. You worry if it is left up to the states, women will never be equal. You want the most power to be given to the national government.

Group 5: Black Freeman



Above: James Forten, a Black freeman and abolitionist (anti-slavery). He was not invited to the Constitutional Convention.

Overview: You are a Black freeman. During the American Revolution, you were a sailor for the Patriots. As a Black man, you are often treated poorly by White men and given no say in government. Many Black people in the United States are enslaved. Sometimes slave catchers come to the North looking for runaways and accuse free Black men and women of being runaway slaves. In many states, you do not have the right to own a house or business, vote or run for office, go to school, or speak in public.

Slavery: You are against slavery. You think it is immoral. You will do anything to have it abolished (ended).

Taxes: You want taxes to be higher, because it can be used to pay your sailor wages and improve the roads that you use to travel places.

Suffrage (Voting): You believe that all citizens are equal. You think it is unfair to not allow a person to vote because they are a Black or Indigenous person, woman, or do not own land or businesses (property).

Branches of government: You are from a northern state with more population. You are worried the southern states with less people may get more say in Congress (and will not end slavery). You want states with more people to have more delegates in Congress (proportional representation). You support a president who will serve for four years and enforce the laws. You support judges to rule on court cases and serve for 10 years, which would allow judges to change more often. This may lead to a president and judges more likely to give Black people equal rights.

National government power: You want Black people to be treated as equals to White people. All states in the South and some states in the North allow slavery. You worry if it is left up to the states, African Americans will never be equal. You want the most power to be given to the national government.

Group 6: Enslaved Black People



Above: Enslaved people on a South Carolina rice plantation. They were not invited to the Constitutional Convention.

Overview: You are a Black slave. You are considered property (owned by a master) and have no rights. You cannot accuse someone of committing a crime against you or have any say in the government. You have tried to run away from your plantation, but a slave catcher caught you. You cannot understand how the United States fought Britain because they were being tyrannical (no rights), but then White Americans treat Black Americans this way.

Slavery: You are against slavery. You think it is immoral. You will do anything to have it abolished (ended).

Taxes: You have no position on taxes, unless there is a way that they could help end slavery.

Suffrage (Voting): You believe that all citizens are equal. You think it is unfair to not allow a person to vote because they are a Black or Indigenous person, woman, or do not own land or businesses (property).

Branches of government: You are from a southern state with less population. You know that several of the northern states have banned slavery. You are worried the southern states with less people may get more say in Congress (and will not end slavery). You want states with more people to have more delegates in Congress (proportional representation). You support a president who will serve for four years and enforce the laws. You support judges to rule on court cases and serve for 10 years, which would allow judges to change more often. This may lead to a president and judges more likely to give Black people equal rights.

National government power: You want Black people to be treated as equals to White people. All states in the South and some states in the North allow slavery. You worry if it is left up to the states, African Americans will never be equal. You want the most power to be given to the national government.

Group 7: Indigenous (Native) People



Above: Six Nations Leader Ahyouwaighs (or John Brant). He was not invited to the Constitutional Convention.

Overview: You are an Indigenous (Native) person. Your people were the first people to live in the land now called the United States. You have been treated as a foreigner in your own country without the right to vote or run for office. You have had your land taken by Whites. You cannot understand how the United States fought Britain because they were being tyrannical (few rights), but then White Americans treat the Indigenous people this way.

Slavery: You are against slavery. Some of your ancestors were forced into slavery. You think it is immoral. You think it should be abolished (ended).

Taxes: You have no position on taxes, unless there is a way that they could help the Indigenous people.

Suffrage (Voting): You believe that all citizens are equal. You think it is unfair to not allow a person to vote because they are an Indigenous or Black person, woman, or do not own land or businesses (property).

Branches of government: You are from a northern state with more population. You are worried the states with less people may get more say in Congress. You want states with more people to have more delegates in Congress (proportional representation). You support a president who will serve for four years and enforce the laws. You support judges to rule on court cases and serve for 10 years, which would allow judges to change more often. This may lead to a president and judges more likely to give Indigenous people equal rights.

National government power: You want Indigenous people to be treated as equals to White people. Most states have treaties (agreements) with the Indigenous people. You worry if it is left up to the national government, many of those agreements will be broken. You want the most power to be given to the states.

Mock Constitutional Convention: Items (Part 2)

Item 1: Slavery

Proposal to ban the slave trade and allow Congress to vote to end slavery.

Item 2: Taxes

Proposal to have Congress tax imports (bought from other countries) and exports (sold to other countries).

Item 3: Suffrage

Proposal to allow each state to decide who can vote and who cannot vote. Most women, Black and Indigenous people, and men without property will probably not be able to vote.

Item 4: Branches of government

Proposal for three branches of government (below).

Legislative (Congress)

Proposal that larger states have more delegates.

Proposal to have two delegates per state.

Executive (President and Cabinet)

Proposal that the president serves for life.

Judicial (Courts)

Proposal that judges serve for life.

Item 5: National government power

There is a proposal that states (and their laws) are above national laws, so they have more power than the national government.

Mock Constitutional Convention: How You Will Vote (Part 3)

Item 1: Slavery Proposal

Circle: Yes or No; Explain why below.

Item 2: Taxes Proposal

Circle: Yes or No; Explain why below.

Item 3: Suffrage (Voting) Proposal

Circle: Yes or No; Explain why below.

Item 4A: Branches: Legislative (Congress)

Circle: Population or Two Per State; Explain why below.

Item 4B: Branches: Executive (President and Cabinet)

Circle: Yes or No; Explain why below.

Item 4C: Branches: Judicial (Courts)

Circle: Yes or No; Explain why below.

Item 5: National government power

Circle: Yes or No; Explain why below.

Mock Constitutional Convention: What They Decided (Part 4)

Item 1: Slavery

Slavery would be allowed. Congress could not end slavery until at least 1808.

Item 2: Taxes

Congress could have direct taxes on goods (things people own or buy) including imports (bought from other countries). Congress cannot tax exports (sold to other countries).

Item 3: Suffrage

Did not decide who could vote, so left up to each state.

Item 4: Branches of government

A. Legislative (Congress)

There are two bodies: House of Representatives (by population) and Senate (two per state).

B. Executive (President and Cabinet)

Would not serve a four-year term, but could be re-elected as many times as the voters wanted (this was changed in 1951 to only allow 2 elected terms).

C. Judicial (Courts)

Judges would serve life terms.

Item 5: National government power

The national government (and its laws) are above state laws, so they have more power than the states.

Summary of the Constitution

The Articles (September 17, 1787)

The Constitution is based on the *separation of powers*. It divides power between the three separate branches of the government: legislative, judicial, and executive branches. Parts of the Constitution related to our convention are underlined.

Article I: Legislative (Congress)

The legislative branch includes the House of Representatives and the Senate. Together they are called Congress. They *make* the laws of the country, which may include taxes, borrowing, business, post offices, roads, promote science, inventions, and writings, punish pirates, declare war, and create all laws “necessary and proper.” Each state has different numbers of representatives in the House based on their number of people and they serve for 2 years. Each state has two senators in the Senate and they serve for 6 years. You must be 25 years old to be in the House and 30 years old to be in the Senate. A census (count of people) will be held every 10 years to decide the number of representatives from each state. Most Indians will not be counted as people. All other people (slaves) will be counted as 3/5th of a person. The House may charge the president and judges through impeachment, but the Senate will decide if they will be removed from office. Congress cannot ban slavery or the slave trade until at least 1808. Congress has the power to collect direct taxes (on things people own or sell). No tax may be put on goods sent outside the country (exports).

Article II: Executive (President and Cabinet)

The President and the Vice President have responsibilities and powers over the executive branch. They *enforce* the laws of Congress. They serve for four year terms (no limit on how many terms they can have). The president must be 35 years old, born in the United States, and have lived her for the last 14 years. He or she is chosen by the Electoral College. He or she is also the commander-in-chief of the military. He or she can pardon people who have committed crimes. He or she makes treaties with foreign countries working with the Senate.

Article III: Judicial (Courts)

The judicial branch includes the Supreme Court and lower courts. They *make rulings* on any case related to the national government. The Judges, including the Supreme Court justices, can hold office for life, unless they are removed, impeached, or go to jail. Anyone accused of committing a national crime has the right to a trial by jury.

Article IV: State Powers

Article IV discusses the relationship between states and the federal government. All states must respect other states laws – this is called the “Full Faith and Credit Clause.” When a territory has enough people, Congress can decide to make it a new state. All states must have a government that allows people to be representatives (a republic). (Nowhere in the document did it say who could vote or suffrage. This section means that each state will decide who can vote.)

Article V: Amendments (Change Constitution)

The government might need to make changes to this Constitution, which are called amendments. Both houses of Congress (2/3rd) must agree to propose an amendment. It takes a positive vote (3/4th) of the states to make an amendment law.

Article VI: National Law Over State Law

The Constitution is the highest law of the land. Federal and state officers and judges must uphold the Constitution.

Article VII: Ratification (Vote by States on This Constitution)

This Constitution must be ratified by nine of the thirteen states.

LESSON PLAN 5-17: Know Your Rights! An Introduction to the Bill of Rights

MATERIALS

Bill of Rights Video (Lesson5-17Video1) [Located in the UOW Video Library:
www.christophercmartell.com/understandingourworld]
Bill of Rights (WORKSHEET 5-17.A)
Rank the Bill of Rights (WORKSHEET 5-17.B)
Bill of Rights: Exit Ticket (ASSESSMENT 5-17.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.26: Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791. (H, C)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What is the most important right guaranteed to you under the Bill of Rights?*

A. OPENER (10 minutes)

1. Watch the Bill of Rights Video

Show the students a short video clip about the history of the Bill of Rights (Lesson5-17Video1). Stop the video to explain any concepts that may be difficult for students. After watching the video, ask the students, “Why did some states want a Bill of Rights?” Anticipated responses may include: they were afraid of the new government becoming like a king, they wanted their rights written down.

Ask students to turn and talk with a partner. Would they have supported adding a Bill of Rights to the Constitution? Ask students to share out what they and their partner said.

B. DEVELOPMENT (20 minutes)

2. Examine Sources About the Bill of Rights

Tell students that after the delegates at the Constitutional Convention wrote the Constitution, people in many states, including Massachusetts, were worried that they made the new government too strong. They knew Britain made something similar about 100 years earlier and it said what the King could not do. They also knew some states had these, such as Virginia and Massachusetts. To convince all of the states to vote for the new Constitution, they proposed a Bill of Rights, which would be amendments to the Constitution. Write the word amendment on the board or chart paper and add a definition of “to change or add to something.”

Put students into small groups. Give students the student-friendly summary of the Bill of Rights (WORKSHEET 5-17.A) handout. Have students take turns reading aloud (using choral, partner, or independent reading) each of the 10 amendments. As they read each one, have students put checks next to the Amendments that they think are really important.

Next, give students the Rank the Bill of Rights (WORKSHEET 5-17.B) handout. Tell students that they should discuss each Amendment and then rank which Amendments are more important and which are less important. The most important Amendment should be given the number 1 and the least important should be given the number 10. Circulate the room answering questions and giving groups guidance.

3. Share Their Most and Least Important Amendments

Have students share their most and least important amendments with the class. Ask students to explain why they chose those for the most and least important Amendments. Make a two column chart on the board or chart paper with “most important” and “least important” for the titles. List the various Amendments students nominate and add check marks when multiple groups nominate the same Amendment.

C. CLOSING (5 minutes)

4. Write Up Argument on the Bill of Rights

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-17.C), where they write their own personal response to the lesson's Inquiry Question: "*What is the most important right guaranteed to you under the Bill of Rights?*" Tell students to cite at least three pieces of evidence from the sources or their life experience for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-17.C

What to look for?

Students should take a stance on what Amendment is most important and use at least three pieces of evidence from the sources or their life experience to support their conclusion.

Students answers will vary based on which Amendment they chose.

Bill of Rights

1st Amendment

Freedom of religion, speech, press, assembly (protest), and petition (a list of names of people who are for/against something).

2nd Amendment

For the militia (army), people can keep and bear arms (guns/weapons).

3rd Amendment

Soldiers cannot be forced to stay in homes.

4th Amendment

The government cannot search (look for) or seize (take) property without a warrant (judge's permission).

5th Amendment

People do not need to testify (speak) in court, if you think it may incriminate (get you in trouble). They have a right to due process (a trial). They cannot be put on trial for the same crime twice. They cannot have their property taken away by the government without being paid money.

6th Amendment

People must have a speedy trial and a jury (people who choose guilty or not guilty) of their peers. You have a right to a lawyer to defend you.

7th Amendment

Civil cases (involving property crimes-like stealing) will also have a jury.

8th Amendment

The government cannot have bail (money to get out of jail) or fines that are too high or cruel and unusual punishments.

9th Amendment

These are not all the rights and people still have rights not listed here.

10th Amendment

Powers not given to the U.S. government in this Constitution are given either to the states or the people.

Rank the Bill of Rights

Below is a summary of each Amendment in the Bill of Rights. After discussing each with your group, put numbers next to the amendments you think are more important (1 being most important) and less important (10 being least important).

_____ 1st Amendment. Freedom of religion, speech, press, assembly (protest), and petition.

_____ 2nd Amendment. For the militia, people can keep and bear arms (guns/weapons).

_____ 3rd Amendment. Soldiers cannot be forced to stay in homes.

_____ 4th Amendment. The government cannot search (look for) or seize (take) property without a warrant (judge's permission).

_____ 5th Amendment. People do not need to testify (speak) in court, if you think it may incriminate (get you in trouble). They have a right to due process (a trial). They cannot be put on trial for the same crime twice. They cannot have their property taken away by the government without being paid money.

_____ 6th Amendment. People must have a speedy trial and a jury (people who choose guilty or not guilty) of their peers. You have a right to a lawyer to defend you.

_____ 7th Amendment. Civil cases (involving property crimes-like stealing or damages) will also have a jury.

_____ 8th Amendment. The government cannot have bail (money to get out of jail) or fines that are too high or cruel and unusual punishments.

_____ 9th Amendment. These are not all the rights and people still have rights not listed here.

_____ 10th Amendment. Powers not given to the U.S. government in this Constitution are given either to the states or the people.

LESSON PLAN 5-18: The Louisiana Purchase: Worth the Price?

MATERIALS

Louisiana Purchase Perspectives (WORKSHEET 5-18.A)
Source 1: Constitution Excerpt (WORKSHEET 5-18.B)
Source 2: Rufus King on the Louisiana Purchase (WORKSHEET 5-18.C)
Source 3: Alexander Hamilton on the Louisiana Purchase (WORKSHEET 5-18.D)
Source 4: James Madison on the Louisiana Purchase (WORKSHEET 5-18.E)
Lined paper (not supplied)
Louisiana Purchase: Exit Ticket (ASSESSMENT 5-18.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.29: Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Should Thomas Jefferson have purchased Louisiana from France?*

A. OPENER (10 minutes)

1. Louisiana Purchase Mini-Debate

Put students into four groups. Give each student the Louisiana Purchase Perspectives (WORKSHEET 5-18.A) sheets. Assign a position to each group: Group 1: Will Help U.S. Trade and Business (Support), Group 2: Will Help U.S. Avoid War (Support), Group 3: Constitution Does Not Allow (Oppose), and Group 4: Indigenous People Own This Land (Oppose).

Have students read aloud (using choral, partner, or independent reading) to the class the overview section of the Louisiana Purchase Perspectives (WORKSHEET 5-18.A).

In their small groups, have students take turns reading aloud (using choral, partner, or independent reading) their position on the Louisiana Purchase Perspectives (WORKSHEET 5-18.A) sheet. As the student reads, tell the other group members to underline or highlight any important information. From the perspective of their assigned position, have students discuss the inquiry question: “Should Thomas Jefferson have purchased Louisiana from France?” Next, have students share out if Jefferson should have purchased Louisiana and why their group supports or does not support it.

B. DEVELOPMENT (20 minutes)

2. Examine Sources About the Louisiana Purchase

Tell students that they are to keep their groups’ position on the Louisiana Purchase and read four sources that are either for or against the Louisiana Purchase. Have each group read aloud (using choral, partner, or independent reading): Constitution Excerpt (oppose) (WORKSHEET 5-18.B), Rufus King on the Louisiana Purchase (oppose) (WORKSHEET 5-18.C), Alexander Hamilton on the Louisiana Purchase (oppose) (WORKSHEET 5-18.D), James Madison on the Louisiana Purchase (support) (WORKSHEET 5-18.E). As the student reads, tell the other group members to underline or highlight any important information.

When each group is done reading the sources, handout lined paper. Have each group write down the reason why they support or oppose the Louisiana Purchase and then 2-3 facts that support their position.

3. Share Group’s Position on the Louisiana Purchase

To the whole class, have students share their groups’ position and the facts that support it (read what they wrote on the lined paper). Make a two column chart on the board or chart paper with “for” and “against” for the titles. List the various facts that students list on the chart.

Reveal to the students that despite the debate over purchasing Louisiana, in the end, Jefferson decided to purchase it. Just because someone did something in the past doesn't mean it was the right decision. For the exit ticket, you will have to decide if you think Jefferson made the right choice.

C. CLOSING (5 minutes)

4. Write Up Argument on the Louisiana Purchase

Tell students that after listening to each group, they will now get to make up their own mind. Tell them that they no longer need to agree with their group. For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-18.F), where they write their own personal response to the lesson's Inquiry Question: "*Should Thomas Jefferson have purchased Louisiana from France?*" Tell students to cite at least three pieces of evidence from the sources or the board/chart paper two column chart.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-17.F

What to look for?

Students should take a stance on the Louisiana Purchase and use at least three pieces of evidence from the sources or the board/chart paper to support their argument.

Some information that students may include in their answer to the question:

Supports the Louisiana Purchase

- Will double the size of the U.S. for a cheap price
- Will help the economy (business and trade) of the new United States
- Will help the security (prevent invasions from other nations) of the new United States

Against the Louisiana Purchase

- Not allowed under the Constitution
- Will take land away from the Indigenous people (Native, Indians) and possible fights between White and Indigenous people
- Will lead to more slavery/slave states

Louisiana Purchase Perspectives

Overview

In 1803, President Thomas Jefferson sent men to Paris with the hope of buying the port of New Orleans on the Mississippi River. France needed money to pay for its war with Britain and Haiti.

During the meeting, France asked the U.S. if they wanted to buy all of Louisiana (828 million acres). It went from New Orleans in the south to Canada in the north and the Rocky Mountains in the west (see map below). It would double the U.S.'s land and cost \$15 million dollars (\$50 million francs) or 4 cents per acre.



Group 1: Will Help U.S. Trade and Business (Support)

You support the U.S. government's purchase of Louisiana. The country would double its size for very cheap. It would allow the United States to control the entire Mississippi River, which would allow it to make a lot of money. It would also open up millions of acres to farmers to grow more crops.

Group 2: Will Help U.S. Avoid War (Support)

You support the U.S. government's purchase of Louisiana. The country would double its size for very cheap. It would allow the United States to control the entire Mississippi River, which could stop Britain and other nations from using the river. It would also make more space between Spain's colonies in the Americas (such as Mexico) and the United States. This will prevent a war with Spain, Britain, or France.

Group 3: Constitution Does Not Allow (Oppose)

You do not support the U.S. government's purchase of Louisiana. The Constitution limits the power of the government and purchasing millions of acres from France is one of those things it cannot do. If Jefferson makes this purchase, he would be acting like a king. Also, adding more land of the United States will mean that the states may fight each other over the new land.

Group 4: Indigenous People's Land/More Slavery (Oppose)

You do not support the U.S. government's purchase of Louisiana. This land belongs to the first people to live there, the Indigenous (Native) people. If the United States buys this land, it will continue a long history of taking land from the Indigenous people. Also, because Louisiana has slavery, it could increase the amount of slave states. France should return the land to the Native people.

Source 1: Constitution (Excerpt)



[This section does not state that the United States can purchase more land. Some people argued that if it was not written in the Constitution, it should not be allowed.]

Article IV Section 3

New states may become part of the United States with the permission of Congress.

Congress has the power to make all rules for territories or other property belonging to the United States.

Source 2: Rufus King on the Louisiana Purchase



[Rufus King was a delegate to the Constitutional Convention]

Rufus King of Massachusetts wrote:

According to the Constitution, Congress may add new states. But can the President sign treaties forcing Congress to add more land? Probably not.

Since slavery is legal and exists in Louisiana, won't we be forced to admit the new slave states? Doing so will worsen the problems of slavery.

Source 3: Alexander Hamilton on the Louisiana Purchase

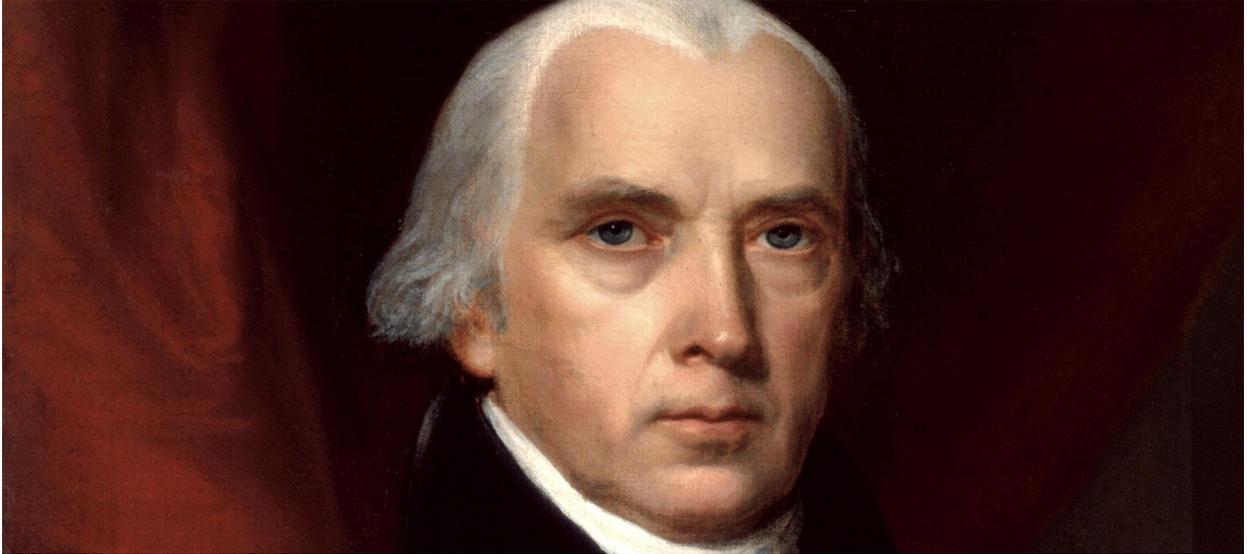


[Alexander Hamilton was a delegate to the Constitutional Convention and one of its main writers]

Alexander Hamilton of New York wrote:

As to the vast region west of the Mississippi, it is a wilderness with numerous tribes of Indians (Indigenous people). Currently only 1/16th of the current United States is occupied by (living there) Indians. The possibility that this new purchase will be a place of settlement seems unlikely. If our own citizens do settle this new land, it would weaken our country. On the whole, we can honestly say that this purchase is a bad idea.

Source 4: James Madison on the Louisiana Purchase



[James Madison was a delegate to the Constitutional Convention and one of its main writers]

James Madison of Virginia wrote:

The purchase of Louisiana should be approved by everyone. The uses of this land will lead to much good (for business and trade) and prevent much evil (prevent invasion from foreign armies).

LESSON PLAN 5-19: Why the “Lewis and Clark Expedition” Should Really Be the “Lewis, Clark, Sacagawea, York, and Charbonneau Expedition”

MATERIALS

Lewis and Clark Expedition Video (Lesson5-19Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]

Image (WORKSHEET 5-19.A)

Lewis and Clark Expedition Video Reflection Sheet (WORKSHEET 5-19.B)

Source 1: Lewis Diary (WORKSHEET 5-19.C)

Source 2: Clark Diary (WORKSHEET 5-19.D)

Source 3: Sacagawea Diary (WORKSHEET 5-19.E)

Source 4: York Diary (WORKSHEET 5-19.F)

Source 5: Charbonneau Diary (WORKSHEET 5-19.G)

Lewis and Clark Expedition: Exit Ticket (ASSESSMENT 5-19.H)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.30: Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Who was the most important leader during the Lewis and Clark Expedition?*

PREPARATION

This lesson uses a method called Visual Thinking Strategy (VTS). The key to VTS is that you as a teacher only do two things: (1) Ask the following questions and (2) repeat as precisely as possible exactly what the students say.

Visual Thinking Strategy Questions:

- Open with: **“What’s going on in this picture?”**
Summarize student responses using conditional language (“Raoul thinks this could be...”). This keeps the conversation open to other interpretations by other students.
- If appropriate: **“What do you see that makes you say that?”**
This encourages students to back up their statements with things they see in the work of art.
- Ask the group: **“What more can we find?”**
This continues the conversation.

If this is your first time using VTS, I would recommend reading this description (with a video example from Grade 1) of it from the Milwaukee Art Museum:

<http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/>

1. Post Definitions of Expedition

Post the definition of expedition on the board or chart paper hidden from view.

Expedition: A journey or trip by a group of people, especially to explore a new area or do scientific research.

2. Two-Day Lesson

This lesson spans over two days. Day 1 involves being introduced to the Lewis and Clark Expedition through a documentary. Day 2 includes examining sources from the expedition from Lewis, Clark, Sacagawea, and York.

DAY 1

A. OPENER (10 minutes)

3. Engage in a Visual Thinking Strategy (VTS) on Lewis and Clark Expedition Image

Give students Image (WORKSHEET 5-19.A). Do not reveal that these are images of the Lewis and Clark Expedition. Project the image and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

After finishing the VTS activity, reveal the definitions of Expedition as “After running the simulation, reveal the definitions of Explorer as “A person who goes to an unfamiliar area for adventure” and Invader as “A person who enters a new place to take it over or control it.”

Tell students that today we will be learning about the Lewis and Clark Expedition. They were a group of people who were chosen by President Jefferson to explore the Louisiana Territory, which the United States recently bought from France. They were to make a map of the land and collect new plants and animals that they find for science. Many people think this expedition was only two White men, Meriwether Lewis and William Clark, because the expedition was named after them. That is not true and today we will learn about all the people who made this trip possible.

To introduce the students to the expedition, they will watch a documentary film first. Tell students that this video will start when the Lewis and Clark Expedition first meet their guide, an Indigenous woman named Sacagawea (sa-gog-ah-we-ah).

B. DEVELOPMENT (25 minutes)

4. Watch Lewis and Clark Expedition Documentary

Show the students a long documentary video about the Lewis and Clark Expedition (Lesson5-19Video1). Stop the video to explain any concepts that may be difficult for students. Throughout the video, whenever a person does something important, stop the video and list it on the board or chart paper. This will help students see all of the different contributions of the party members. You should include the following: (1) Lewis and Clark sending plants, animals, and maps back to Thomas Jefferson, (2) getting away from a bear attack, (3) carrying their supplies to get around a waterfall, (4) finding the beginning of the Missouri River, (6) Sacagawea getting horses from her brother, (7) getting over the snow covered Rocky Mountains, (8) surviving going over the waterfall, making it to the Pacific Ocean. At the end of the video, tell students that the expedition stayed in Oregon for the winter and then in the spring they traveled back to the Eastern United States to tell Thomas Jefferson about all of their discoveries.

After watching the video, ask the students, “From what we wrote on the board/chart paper, which of the things that people did during the expedition were more important?” Students responses should relate to list of items above.

C. CLOSING (10 minutes)

5. Reflection on Lewis and Clark Expedition Documentary

After the video, using Lewis and Clark Expedition Video Reflection (WORKSHEET 5-19.B), have students write down their initial thoughts about the expedition. Tell them that we will be looking at evidence from the Lewis and Clark Expedition next class, so they may change their mind, but right now, we should answer the questions: What were the most important events? Was the journey worth the risk of death?

Collect students' reflections, so they can be used at the beginning of next class.

DAY 2

A. OPENER (10 minutes)

6. Share Reflections on Lewis and Clark Expedition Documentary

Have students share their reflections on the Lewis and Clark Expedition with the class. On the board or chart paper, make a list of the important events that the students share.

B. DEVELOPMENT (20 minutes)

7. Read Different Sources About the Lewis and Clark Expedition

Put students in five small groups. Ask students if they know what a diary is. Anticipated responses may include: something people write in every night, a place where people record secrets, something people write so others will know what they did. Assign each group one of the following sources: Lewis Diary (WORKSHEET 5-19.C), Clark Diary (WORKSHEET 5-19.D), Sacagawea Diary (WORKSHEET 5-19.E), York Diary (WORKSHEET 5-19.F), Charbonneau Diary (WORKSHEET 5-19.G). Each source is a set of diary entries from each lead member of the expedition. Have students read aloud (using choral, partner, or independent reading) their diary entries in their small groups. As the student reads, tell the other group members to underline or highlight any important information.

8. Engage in a Jig Saw About the Lewis and Clark Expedition

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on Source 1, 2, 3, 4, and 5. Have each student describe their diary to the other members of their group.

Ask students to use the sources to answer the following inquiry question: "*Who was the most important leader during the Lewis and Clark Expedition?*" In answering this question, students should debate between the five different diary sources. After

students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one member of the expedition.

C. CLOSING (5 minutes)

9. Write Up Argument on the Lewis and Clark Expedition

Tell students that after listening to each group, they will now get to make up their own mind. Tell them that they no longer need to agree with their group. For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-19.H), where they write their own personal response to the lesson's Inquiry Question: "*Who was the most important leader during the Lewis and Clark Expedition?*" Tell students to cite at least three pieces of evidence from the sources.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-19.H

What to look for?

Students should take a stance on the Lewis and Clark Expedition and use at least three pieces of evidence from the sources to support their argument.

Some information that students may include in their answer to the question:

Lewis

- Was a leader of the expedition (chosen by Jefferson)
- Kept a diary about all of the major events of the expedition
- Sent Jefferson a map of the new territory and many items that he collected

Clark

- Was a leader of the expedition (chosen by Jefferson)
- Kept a diary about all the scientific discoveries he made
- Was the expedition's doctor and saved people's lives
- Sent Jefferson many scientific items that he collected

Sacagawea

- Led the expedition to the Pacific; was her home land and knew the territory from when she was younger
- Her brother was an important chief who saved the expedition
- Knew several native languages and prevented attack from Indigenous nations
- Gave good advice (although Lewis and Clark didn't always listen)

York

- Was often used as a scout; went out to meet Native groups before Lewis and Clark did
- Worked hard throughout the journey (was enslaved)

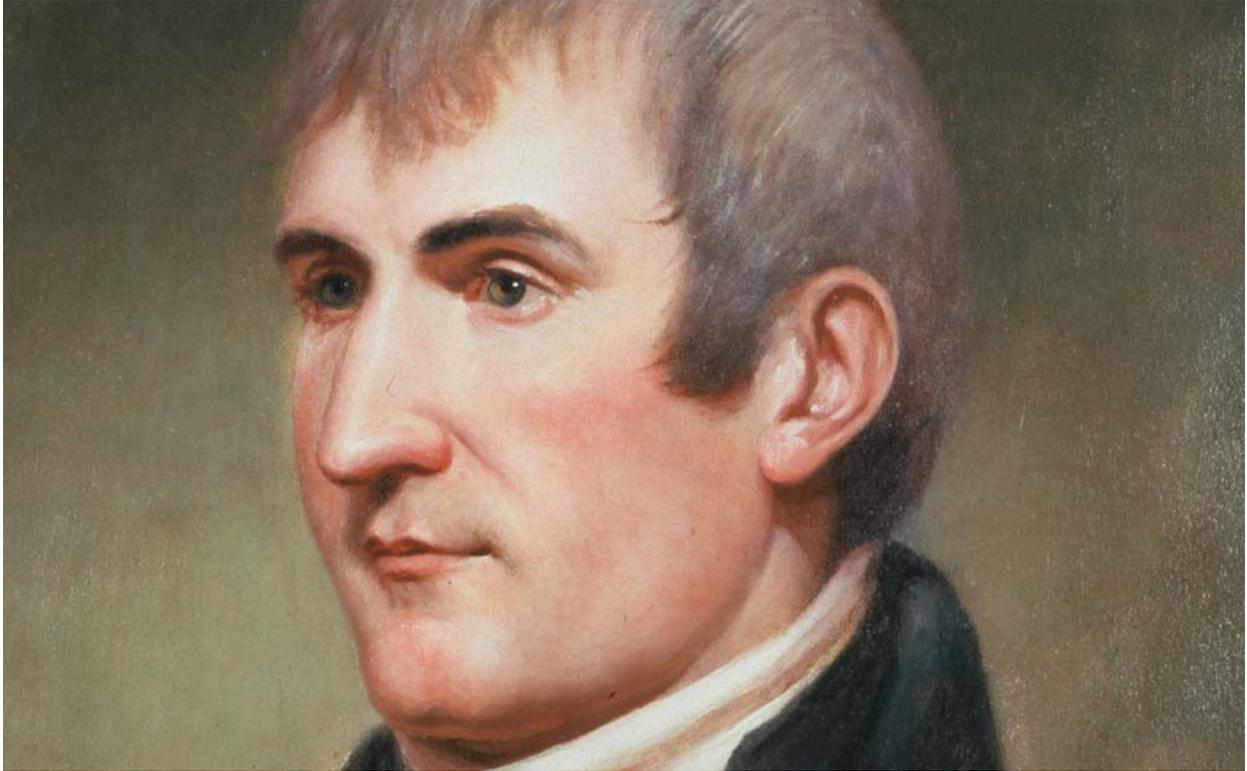
Charbonneau

- Was married to Sacagawea, who helped guide and save the expedition
- Knew several native languages and prevented attack from Indigenous nations
- Was a cook

Image



Source 1: Lewis Diary



April 7, 1805

We are about to go across a country at least two thousand miles wide. We will soon know if this was a good or bad idea. We think we have everything that we will need. This may be the happiest moment of my life.

June 13, 1805

I heard in the distance the sound of a waterfall. I saw the spray rise above the plain like smoke which soon began to make a roaring sound too loud to be mistaken for anything other than the great falls of the Missouri River.

August 16, 1805

I told the chief several times that we had with us a woman of his nation who had been taken prisoner by the French and she was our guide. She recognized the chief as her brother. He agreed to help us.

September 14, 1805

We had to kill one of our horses, so we could eat it. The mountain snow and cold was much worse than yesterday. There are many fallen trees. It is steep with many stones. Our men and horses are very tired.

November 7, 1805

None.

Source 2: Clark Diary



April 7, 1805

At 4 o'clock pm, we took the boat down river. There were 6 Soldiers, 2 Frenchmen, and Indian. With us there are also 2 small boats and 6 canoes.

June 13, 1805

A fair morning. The Indian woman (Sacagawea) is sick. I gave her salts. The mountains are covered with snow. Killed a goat and two buffalo to eat.

August 16, 1805

I have seen a great number of berries and they are ripe. I could see several small trees growing up the mountain and on the side there are willows.

September 14, 1805

We took the wrong road. Many miles in the wind and snow through rugged mountains. From these mountains, we could see higher mountains in all directions.

November 7, 1805

Great joy in camp. We are in view of the great Pacific Ocean which we been so long anxious (worried) to see. And the roaring loud noise made by the waves breaking on the rocky shores may be heard.

Source 3: Sacagawea Diary



[We do not have a diary from Sacagawea. This is based on what she may have written.]

April 7, 1805

We are beginning our journey with the group of White men. They seem very nervous. I have made this journey before, as I am from the mountains. I hope to see my family there again.

June 13, 1805

This morning I was very sick. My health has not been very good since I had my baby. My baby has traveled with us all the way from Fort Mandan. He has been wonderful and rarely cries.

August 16, 1805

When we came to this place, we saw a group of people. Pretty quickly I realized that their chief was my brother. I have not seen him for many years and I really miss him. It was so nice speaking with him and showing him my new son.

September 14, 1805

I told Lewis and Clark to wait until the weather was better to cross the mountains. I said I know this land well and that they should trust me. They went anyway and took the wrong road. We have been stuck in bad winds and snows. The White men are tired and cold. They decided to eat their horse.

November 7, 1805

We have made it to the Ocean. A whale had washed up on the shore. I had never seen such a monstrous fish. This was an amazing journey.

Source 4: York Diary



[We do not have a diary from York. This is based on what he may have written.]

April 7, 1805

I have traveled for several months with my master, William Clark. We have been waiting here at Fort Mandan for months. Today, we got on the boat and headed up the Missouri River.

June 13, 1805

We received word that Lewis has found the great waterfalls of the Missouri River. Sacagawea is very sick. I am worried.

August 16, 1805

Today I was sent by Clark to meet with the local Indians. This was an important mission. I had to make sure this group would not attack us. Since I am a slave, I am rarely allowed to go off by myself. This was a nice taste of freedom. I hope that someday I will be free.

September 14, 1805

I am worried that Lewis and Clark may not be good leaders. They have led us into the mountains in the middle of a snow storm. We are tired and cold. We had to eat our horse.

November 7, 1805

I am amazed to see the Pacific Ocean. It is so beautiful. We voted on where to stay and Lewis and Clark allowed both Sacagawea and I to vote. I was honored to make my voice heard.

Source 5: Charbonneau Diary



[We do not have a diary from Charbonneau. This is based on what he may have written.]

April 7, 1805

I am French and grew up near Montréal, Canada. I am a trapper who hunts animals for their furs. Here in the wilderness, I have learned many Native languages. I have been hired to lead Lewis and Clark to the Pacific. Along with me is my wife Sacagawea and newborn son Jean Baptiste. We start our voyage up the Missouri River today.

June 13, 1805

My wife is sick. Clark gave her medicine. She is very tough. I am hoping that she will be okay. A few months ago, I quit the exposition, because Lewis and Clark did not know what they were doing. I could not let them hurt all of the people in the expedition, so I rejoined them. They have mainly used me as a cook and a translator of Indian languages.

August 16, 1805

Today I met my wife's brother.

September 14, 1805

Sacagawea told Lewis and Clark to wait until the weather was better to cross the mountains. They went anyway and took the wrong road. My wife, baby, and I will be fine. We are use to weather like this. I hope the White Americans will survive.

November 7, 1805

We have made it to the ocean. I have never seen this before. It is an amazing sight.

LESSON 5-20: Trail of Tears

MATERIALS

“Trail of Tears” (Step Into Reading) by Joseph Bruchac (not supplied; 4 copies)
Timeline Sheet (WORKSHEET 5-20.A)
Person 1: Guwisguwi or John Ross (WORKSHEET 5-20.B)
Person 2: Sallie Parsons Waterkiller (WORKSHEET 5-20.C)
Person 3: Mary Hicks (WORKSHEET 5-20.D)
Person 4: Washington Lee (WORKSHEET 5-20.E)
Trail of Tears: Exit Ticket (ASSESSMENT 5-20.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.6: Explain the early relationship of the [White Americans] to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them. (H, G, E)

MA-HSS.5.29: Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was it like for someone who was forced out of their home by the U.S. government during the Trail of Tears?*

PREPARATION

1. Post Definition of Injustice

Post the definitions of injustice on the board or chart paper hidden from view. Injustice: A lack of fairness or not fair for everyone.

A. OPENER (10 minutes)

2. Read “Trail of Tears” by Joseph Bruchac

Before you read, tell students that today we will learn about an event in history where the U.S. government moved thousands of Indigenous people off of their land in the South and had them walk thousands of miles to a dry area that the U.S. government called “Indian Territory.” Write “Indian Territory” on the board/chart paper. It has since been renamed Oklahoma, which comes from the Choctaw words for red (okla) and people (humma). Write “Oklahoma” on the board/chart paper. The U.S. government called this forced march “Indian Removal.” Write “Indian Removal” on the board/chart paper. Many of the Indigenous people called it the “Trail of Tears.” Write “Trail of Tears” on the board/chart paper. The Cherokee were one of the Native nations moved and they were led by a man named Koo-wi-s-gu-wi (ku-we-es-goo-we) or John Ross. As we read, whenever you think there is an important event, we will write it on the board (or chart paper).

Begin reading the book “Trail of Tears” by Joseph Bruchac to the students. This story explains the Trail of Tears from the Cherokee’ perspective. Read the section “A Sad Departure,” skip the section “A Civilized Tribe” and part of “Going West” (unless you have extra time). Begin reading again at “The Cherokee Republic created a new government...” and read to the end. As you read, list any events and the date that the students detect in the text. If they miss an important event, then you should tell them that we should include it (i.e. 1821: Sequoyah created a written version of the Cherokee language; 1827: Cherokee Nation founded; 1828: Andrew Jackson elected president; 1828: Gold discovered on Cherokee land; 1832: Cherokee wins a Supreme Court case about their rights; 1838: Cherokee are removed from their homes (despite winning their case); 1838: Cherokee people were taken captive and locked up in military forts; 1838: John Ross convinces U.S. government to let them lead themselves west; October-November 1838: Many (4000+ people) fell sick on the journey west; June 1839:

Cherokee try to settle in Oklahoma, but there is no land left-Treaty of New Echota signed; 1856: Cherokee create governments and schools).

As you read the text, ask probing questions, such as “Do you think it is fair that the Cherokee people are being forced from their homes?” “How would you feel if you were forced to leave your home?” “If you could only take what you could carry, what would you bring?” At the end of the reading, reveal the word “injustice” and its definition. Ask the students if they can think of any injustices that happened to the Cherokee people. Ask students if there were ways that the Americans may have been able to stop those injustices?

B. DEVELOPMENT (25 minutes)

3. Choose Events and Put Them on the Timeline

Tell the students that we will now look at the events that we wrote on the board and choose the four most important events. Tell students to nominate an event as most important and explain why they think it is important. Circle that event on the board or chart paper. Next go through each event and have students vote for the event that they think is the most important. The top four events based on votes will be the events that the students will write about. Next, have students place those four important events on the Timeline Sheet (WORKSHEET 5-20.A), which is also projected or written on the board or chart paper. Have students write the event’s date next to it on the timeline. Tell students that the events must be in chronological order, which means from first event to last event in the order that they happened. Tell students that these events will be important because we will be taking on the roles of people who lived through the Trail of Tears and writing diary entries from their perspectives.

4. Write A Cherokee Person’s Diary of the Trail of Tears

Put students into four groups. Give each group a copy of “Trail of Tears” by Joseph Bruchac for reference. Assign them one of four Indigenous people: Guwisguwi/John Ross (WORKSHEET 5-20.B), Sallie Parsons Waterkiller (WORKSHEET 5-20.C), Mary Hicks (WORKSHEET 5-20.D), or Washington Lee (WORKSHEET 5-20.E). In their groups, have students read the biography of their person (using choral, partner, or independent reading).

Tell student that they will now write four imaginary diary entries as if they were that person being forced from their home on the Trail of Tears. They should use the events that we put on the Timeline Sheet (WORKSHEET 5-20.A) for the date and the events that they should discuss. They are to use their biography, the notes on the board/chart paper, and the book “Trail of Tears” to make sure it is historically accurate. Circulate the room helping students write their diary entries.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

C. CLOSING (10 minutes)

5. Share Cherokee Trail of Tear Dairy Entries

Have students share their stories of Guwisguwi/John Ross, Sallie Parsons Waterkiller, Mary Hicks, or Washington Lee with the class. Start with the first event and have several students share their entries. Then proceed to the second, third, and fourth event, having students again share their diary entries. Draw comparisons and differences between the different stories of the four people and list them on the board or chart paper using a two-column chart (differences; similarities).

6. Help Students See Similarities in the Different Perspectives

After students read their diary entries, lead students in a brainstorm activity. Ask the students to list, based on what they heard in the diary entries, some of the same experiences that each person had. Anticipated responses may include: sadness in losing their homes, seeing people die on the forced march, being afraid of the soldiers, missing their home, being angry at the government/the government was wrong, the dryness (arid) of Indian Territory/Oklahoma.

EVALUATION

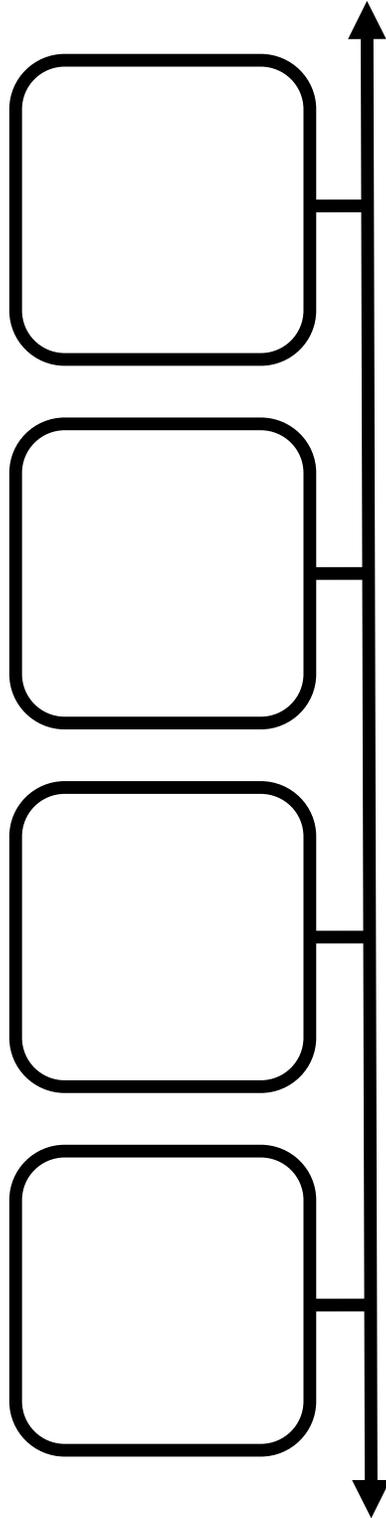
ASSESSMENT 5-20.F

What to look for?

The students should write four journal entries that relate to the four events that the class chose. All arguments should cite at least 3 pieces of evidence from the “Trail of Tears” book, biographies, and class notes.

Students answers will vary based on which events the class chose and the character they were assigned.

Timeline Sheet



Person 1: Guwisguwi or John Ross



Guwisguwi (gu-wis-gu-wi), who was also known as John Ross, was born in Turkeytown, Alabama. As a child, his family moved to Tennessee. As an adult, he became a wealthy businessman. When the Cherokee were told that they would have to give up their homes and land and go to Indian Territory, John Ross wrote a letter to President Andrew Jackson. The letter said,

By your order, we are having our homes and property taken from us. We are sickened. We do not agree to this. Please reconsider this, or we will do all in our power to stop this injustice.

He would next bring a lawsuit in court saying the U.S. government went against the treaties (agreements) they signed with the Cherokees. He would win. He then became a leader of the Cherokee nation.

Guwisguwi/John Ross saw how other Indigenous (Native) nations were treated when they were forced to move to Indian Territory/Oklahoma. He asked the government if they could be in charge of their own move west. On the forced journey, he saw many of his people become sick or die (including his wife Quatie, who died of pneumonia during the Trail of Tears).

Guwisguwi/John Ross would arrive with his people in Indian Territory and forced to follow a new treaty with U.S. government called the Treaty of New Echota.

Person 2: Sallie Parsons Waterkiller



There are no known pictures of Sallie Parsons Waterkiller. Above is an image of the Trail of Tears.

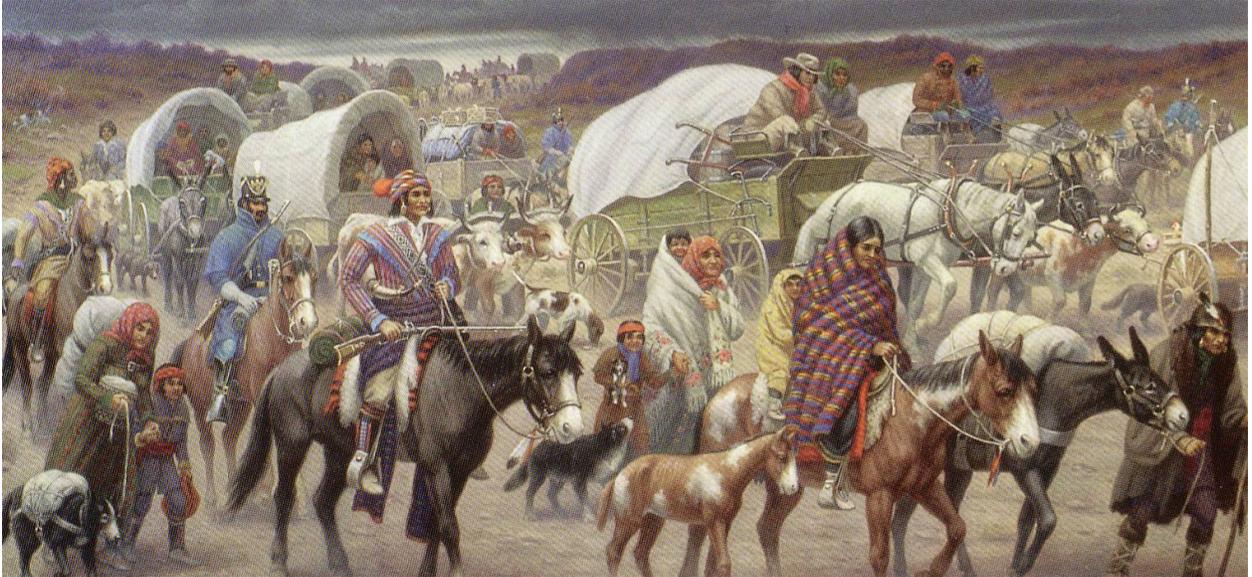
Sallie Parsons Waterkiller was born in North Carolina. She moved with her husband to Georgia. In 1837, U.S. soldiers came to her house. They told her and her family to leave. She and her husband said that they did not want to go. The soldiers said that they need to go or they would be stick a bayonet (sword) in them. That night they got their skillet, pot, dishes, clothes, bedclothes, and pottery and packed them up.

They started their forced walk the next morning. It was an easy first day. Every day after it was worse. They felt like they were being treated like cattle. They had to walk through mud and rivers up to their chin. They were only feed once or twice a day by the soldiers.

Along the journey, Sallie saw many people die of sickness. Their clothes became very dirty. They had lost everything, including their home and land.

When Sallie arrived in Indian Territory, she saw that it was very different from Georgia. Unlike Georgia, it was very dry and hard to grow crops. Her family were farmers, but they could grow nothing here. They could not find work and became very poor.

Person 3: Mary Hicks



There are no known pictures of Mary Hicks. Above is an image of the Trail of Tears.

Mary Hicks was born in Alabama. She was a child in 1837. Her father, Joseph McCoy, was a rancher. Soldiers came to his house one day and said that everyone needed to move. They were allowed to take what they could carry and would be forced to leave the next morning. Along their forced march, Mary's family came across two children whose parents had died along the march. They adopted them into her family.

The journey was long and hard. Unlike others, most of their family members survived. They did see many people die of sickness. As a child, Mary was very scared. She did not know why the U.S. government was making her family leave their home. She did not like the soldiers, who scared her.

When Mary and her family arrived in Indian Territory, they saw that it was very different from Alabama. Unlike Alabama, it was very dry and hard to raise animals. Her family were ranchers, but they had no animals to raise here. They could not find work and became very poor.

Person 4: Washington Lee



There are no known pictures of Washington Lee. Above is an image of the Trail of Tears.

Washington Lee was born in Alabama. He was a teenager in 1838. He was named after President Washington, who was the first president of the United States. His family was proud of being Cherokee, but also loved the United States.

One night in 1838, soldiers came to their house and demanded that they leave immediately. The next morning, they started their forced journey to Indian Territory. Along the march, his father, mother, and sister died. Older people who were weak were carried in government wagons. In the wagons, they also carried food and blankets. They were only fed cornbread or green corn. Sometimes a soldier would kill a buffalo and let the Cherokee take some of the meat and cook it. This was rare. Often the Cherokee became sick from the food that the government gave them. There was not much water around. They sometimes went 2 or 3 days until they found a river or creek to drink from.

The journey was long and hard. They did see many people die of sickness, including several parents, siblings, and cousins. He did not know why the U.S. government was making his family leave their home.

When Washington Lee and his family arrived in Indian Territory, they saw that it was very different from Alabama. Unlike Alabama, it was very dry and hard to farm. His family were farmers, but they were unable to grow crops here. They could not find work and became very poor.

Trail of Tears: Exit Ticket

Inquiry Question: *What was it like for someone who was forced out of their home by the U.S. government during the Trail of Tears?*

Using the information from the book *Trail of Tears*, your person's biography, and the notes we took on the board, write four journal entries describing what it was like for a Cherokee person to be forced out of their homes and moved to the new Indian Territory (Oklahoma).

Diary Entry 1

Date:

Diary Entry 2

Date:

Diary Entry 3

Date:

Diary Entry 4

Date:

LESSON 5-21: Racial Inequity and the California Gold Rush

MATERIALS

Introduction to the Gold Rush (WORKSHEET 5-21.A)
Gold rocks (not supplied)
Flags (MATERIALS 5-21.B)
California Gold Rush: Sources (WORKSHEET 5-21.C)
California Gold Rush: Exit Ticket (ASSESSMENT 5-21.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.CS.3: Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative. (H, E, C)

MA-HSS.5.LS.34: Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. (H, G, C, E)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.W.5.1.c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

PROCEDURES

Inquiry Question: *Should the California Gold Rush be remembered for its opportunity or its inequity?*

PREPARATION

1. Make Gold Rocks

Find something to represent gold to be used during the simulations. We suggest spray painting common rocks gold. You could also use gold wrapped chocolate coins or pennies.

2. Hide Gold in Classroom and Post Inquiry Question

Hide the “gold rocks” around the room at a level that students can reach it, but it is not easily seen. Post inquiry question and definitions of opportunity and inequity on the board or chart paper hidden from view. Opportunity: A fair chance to do or get something; Inequity: Not fair. Everyone does not get what they need.

A. OPENING (10 minutes)

3. Engage in a Brainstorm on California Gold Rush

Post the question on the board or chart paper, “What do you know about the California Gold Rush?” Ask the students what they already know about the California Gold Rush and then list their ideas on the board. Emphasize what facts are correct. Anticipated responses may include: it happened in California, it happened a long time ago, many people became rich, not everyone became rich.

4. Introduce Inquiry Question

Reveal the inquiry question to students (it will be written on the board behind a piece of paper): *Should the California Gold Rush be remembered for a time when anyone could strike it rich or a time when there was inequity between groups?*

5. Prepare for Gold Rush Hunt

Tell the students that there is “Gold in the hills of our classroom! And it is your job to find it! However, in this society, California of early 1850s, different groups had to abide by different rules and laws, so let’s go over the rules.” They will then lead the students in a read aloud (using choral, partner, or independent reading) Introduction to the Gold Rush (WORKSHEET 5-21.A):

Many gold miners arrived by sea, most from the East Coast through the Isthmus of Panama or, if arriving from Asia or Latin America, by the Pacific Ocean (would be helpful to show students on a map). In fact, there was such a mad rush, many ships were simply abandoned once they reached San Francisco. Others traveled overland on trails across the continental United States. The gold-seekers, called “49ers,” a reference to 1849, which was the year that many arrived in California to find gold, often faced hardships on their trip. While most of the newly arrived were Anglos, or English-speaking White Americans, the Gold Rush attracted thousands of people from Latin America, China, Europe, and African Americans from the East Coast. At first, the 49ers found gold in streams and riverbeds using simple techniques, such as panning, where they would wash gravel in a pan to separate out the gold. Later, other methods of gold mining were used that made it easier to mine the gold, such as digging with picks or using water cannons. While a small group of gold miners became very wealthy, especially in the early days, the real money was to be made by selling gold mining equipment, such as

pans, picks, camp supplies, and work clothes. In fact, this is when Levi Strauss first started selling his now well-known blue jeans.

Assign students at random to be in one of five groups, the Anglos, Yalesummi and Pomo, Latinos, Chinese, and African Americans. Each student will be given a badge (a historically accurate flag; See MATERIALS 5.21.B) identifying their ethnic or racial group. Explain that each group must obey the following directions while looking for gold and we will read the rules found on WORKSHEET 5.21.A.

6. Participate in a Gold Hunt Simulation

After the students know this information, give students about 10 minutes to search for gold. Monitor the activity to ensure that the students are following the rules (Although this simulation may play-out slightly different each time, usually the Anglos end up with the most gold, with the other groups varying based on their diligence. However, the amount of gold that each group finds is less important than the discussion of the activity afterward.)

B. DEVELOPMENT (25 minutes)

7. Engage in the Gold Hunt Debrief

Pose the following question: “What different groups participated in the California Gold Rush and how did their experiences differ?” Ask students to directly reference their roles in the gold hunt activity. Anticipated responses may include: the various components of society that made it unfair for certain groups, including Whites were able to find more gold, because they could create hysteria toward Latino gold miners through yelling “bandidos.” Chinese miners took longer to arrive, but still found gold with hard work and luck. Latino gold miners knew the classroom better and had an advantage.

8. Analyze Sources from the California Gold Rush

Distribute the documents that highlight the various experiences of each group (WORKSHEET 5-21.C) and remind students of the inquiry question. Source 1 shows a lease agreement between the White and Native people. Source 2 describes some of the environmental damage done from gold mining. Source 3 describes gold miners and the merchants who sold them products. It includes an image of San Francisco Bay showing many ships crowding the docks. Source 4 shows Chinese and White gold miners working in the fields with a description. Source 5 is a contract granting freedom to a Black slave. Source 6 shows the account of a raid on the Little Chile Mining Camp.

The teacher will introduce the terms opportunity and inequity. First, ask students if they know what opportunity means and they will write their answers on the board. Next, repeat this with inequity. Then, reveal dictionary definitions of the words, which will be projected on the board.

Use a turn-and-talk activity where students examine the documents and discuss with a neighbor their initial answers to the inquiry question. Tell students that they must decide if it was more opportunity or inequity, choosing at least three clues from sources to support their argument. Tell students to use highlighters and make notes in the margins of the sources. Ask students to take bullet point notes on their discussion.

9. Prepare Partner Statements

After 10 minutes, have student partners prepare a brief statement as to their position and they must include quotes from each source.

10. Share Partner Statements with the Class

After 10 more minutes, ask students to choose a spokesperson and share their conversations with the class and attempt to draw out of the students the various complexities of each group's experience.

C. CLOSING (10 minutes)

11. Write Answer to the Inquiry Question

Students will have a chance to make their own individual historical reading of the California Gold Rush. For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-21.D), where they write their own personal response to the lesson's Inquiry Question: "Should the California Gold Rush be remembered for its opportunity or its inequity?" Tell students to cite at least three pieces of evidence from the provided documents and the Gold Rush Hunt to support their answer.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-21.D

What to look for?

If student argues it was a time of opportunity, possible answers may include (and cites Source 3, 4, 5, or the Gold Rush Hunt):

- Anyone had a chance to find gold and make it rich.
- Some people who were once poor in other places, became rich through their hard work.
- While it was difficult to find gold, many people took advantage of the Gold Rush by selling items to the gold miners.

If student argues it was a time of inequity, possible answers may include (and cites Source 1, 2, 4, 5, 6, or the Gold Rush Hunt):

- It was difficult to find gold and most gold miners never became rich or even made a living mining for gold.
- People from certain racial groups had disadvantages because of the laws (rules) of California.
- Only a few people (gold miners, store owners) became rich at the expense of everyone else.
- Gold mining damaged the environment that everyone needs to live.

Introduction to the Gold Hunt

Many gold miners arrived by sea, most from the East Coast through the Isthmus of Panama or, if arriving from Asia or Latin America, by the Pacific Ocean (would be helpful to show students on a map). In fact, there was such a mad rush, many ships were simply abandoned once they reached San Francisco. Others traveled overland on trails across the continental United States. The gold-seekers, called “49ers,” a reference to 1849, which was the year that many arrived in California to find gold, often faced hardships on their trip.

While most of the newly arrived were Anglos, or English-speaking White Americans, the Gold Rush attracted thousands of people from Latin America, China, Europe, and African Americans from the East Coast. At first, the 49ers found gold in streams and riverbeds using simple techniques, such as panning, where they would wash gravel in a pan to separate out the gold. Later, other methods of gold mining were used that made it easier to mine the gold, such as digging with picks or using water cannons. While a small group of gold miners became very wealthy, especially in the early days, the real money was to be made by selling gold mining equipment, such as pans, picks, camp supplies, and work clothes. In fact, this is when Levi Strauss first started selling his now well-known blue jeans.

Gold Hunt Rules (For Teacher)

Anglos or White Miners: The Anglos were often the first to show up to a mining site. As a result, they did not look very carefully, because the gold was plentiful. Whites ran the government of California and the laws favored them. If you are assigned to this group, you should simply look everywhere by wandering around the classroom. If the Latinos are more successful than you at finding gold, you can start spreading rumors that they are bandidos or roaming bandits who have only stolen their gold. If any Latino miners come within 10 feet of you, you should yell “bandidos” and you are allowed to take their gold.

Latino Miners: Latinos (primarily Californios, Mexicans, and Chileans) were the second group to arrive (or, if they were originally from California, already living there). They were often more skilled than the Anglos (especially the Chileans and Peruvians), because many of them were already miners back home. At the same time, they faced discrimination from the Whites who ran the government of California. You should stay at least 10 feet away from any of the Anglos. It is recommended that you focus in on a specific area of the room and only spend your time in that area scouring over every crevice. By doing this, your hard work is much more likely to help you find Gold.

Yalesummi and Pomo Miners: The indigenous people of northern California had a long history of poor treatment by Europeans (first by the Spanish missionaries and later by the Anglo settlers). During the Gold Rush, as a result of the Indenture Act, many Yalesummi and Pomo people had their land taken, or were taken as slaves and forced to do work in the gold fields. As a result, you will begin with the Anglos miners, but will have to give them any of the gold that you find. It is estimated that 100,000 native people died in the first two years of the Gold Rush as the result of violence and disease, while many others lost everything they had.

Chinese Miners: The distance of the Pacific Ocean meant that many Chinese miners did not arrive until later. Additionally, the Chinese miners were banned by the Whites from mining new land. So, for you, there will be a one-minute delayed start and you may only look for gold in places that the Whites have finished looking. However, you should be more careful than the Whites and Latinos. Search hard in places no one is looking and you may find more gold than the other groups.

African American Miners: While some African Americans were slaves brought by their masters to California, most were freeman who came to earn an income and escape their poor treatment back East. However, much like the Latino miners, African Americans faced discrimination. You will be freemen from northern states, who, like the Chinese miners, can only mine in places with permission of the Anglo miners.

MATERIALS 5-21.B

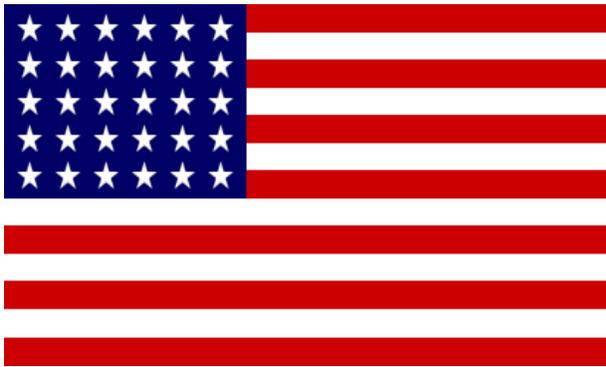
REPUBLIC OF MEXICO



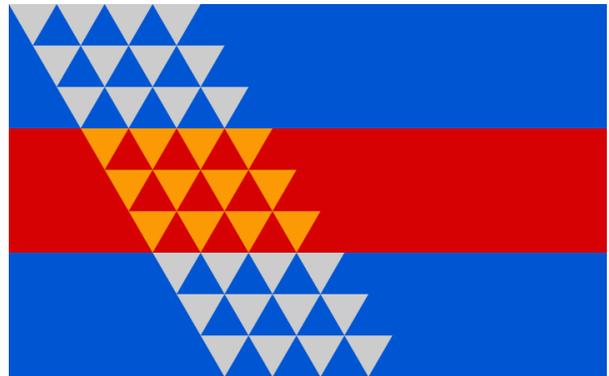
ANTI-SLAVERY FLAG (AFRICAN AMERICANS)



UNITED STATES OF AMERICA



POMO (NATIVE PEOPLE)



QING DYNASTY FLAG (CHINA)



California Gold Rush: Sources

Source 1: Lease agreement between John A. Sutter & James Wilson Marshall and the Yalesummi Tribe. February 4, 1848.

On January 18, 1848, John Sutter discovered gold in Coloma, California. Sutter convinced the Yalesummi Indians to give him the land for about \$100 in clothing and other assorted items. Signing an X instead of a name probably means that those signers were unable to read and write English and may be agreeing to something they cannot understand.

The Yalesummi tribe will rent and lease unto Sutter and Marshall the following track of land for the term of twenty years and grant them the right to cut lumber and open mines.

Pupuli chief X (his mark)
 Gesu chief X (his mark)
 Colule alcalde X (his mark)
 Lole alcalde X (his mark)

J.A. Sutter

James Marshall

NOTE: This document was later rejected by Colonel R. B. Mason, the military governor of California, who decided that since Indians are not citizens, they cannot sell or lease their land and the land can just be taken from them.

Source 2: Sutter's Mill in Coloma, California

Before gold was discovered, Coloma, California was mostly peaceful wilderness. Gold mining changed this, as the gold miners stripped the land of its minerals and hurt animal habitats. It polluted rivers and destroyed mountainsides. Today, there is still mercury pollution in San Francisco Bay and the Sacramento-San Joaquin Rivers. While only a small number of people found gold, everyone else was left with a damaged environment.

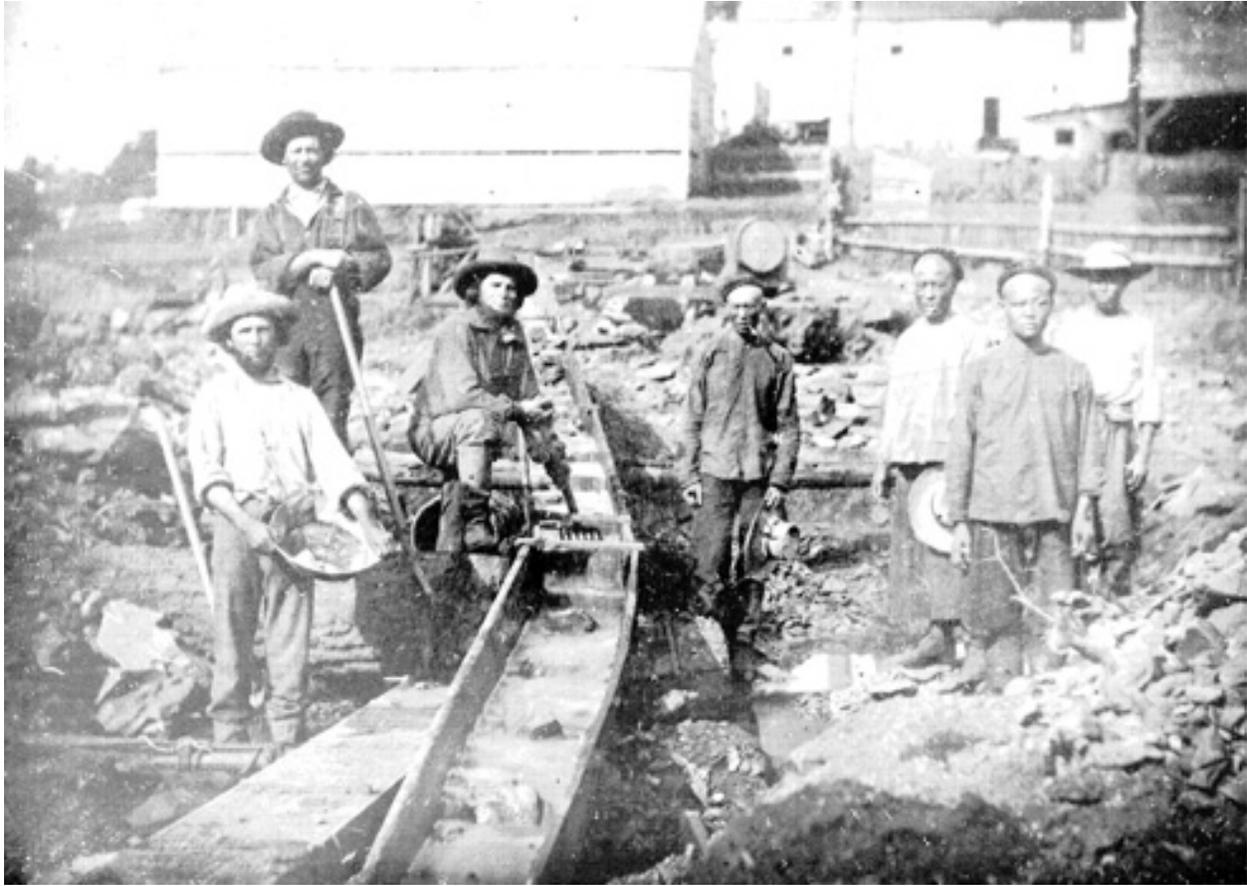
Source 3: San Francisco after the Gold Rush (circa 1851)

This image shows the crowded port of San Francisco. Thousands of people arrived each year to mine gold. Many ships were simply abandoned by their crews on arrival. Few people became rich from mining gold. Many of the people who became wealthy did so by instead selling supplies to the gold miners (include Levi Strauss, who started his now-famous work pants company).



Source 4: Gum Shan Meets El Dorado; Head of Auburn Ravine. Circa 1852

This photograph shows three White men and four Chinese men working together at a sluicing job (using moving water to remove gold). The image is one of the earliest photographs to show Chinese miners. By the end of 1848, there were only seven known Chinese men in California. By the mid 1850s, over 20,000 Chinese people made a living in the gold country, which they called Gum Shan (gold mountain). They were not allowed to own land or mine without permission of Whites. Due to their hard work, a small number of Chinese miners did still become rich.



Source 5: J. B. Gilman [master] and Thomas Gilman [slave].
Signed bill of sale. August 17, 1852

This document records Thomas Gilman, a slave, buying his freedom from J. B. Gilman of Tennessee for \$1,000. Slave owners brought approximately 200 to 300 slaves to work the mines, but California banned slavery in 1850. Many of those slaves were then forced to purchase their freedom with the profit they made from the mines.

I, J. B. Gillman, liberated and released Thomas, the said slave, from further servitude or bondage.... The 17th day of August 1852.

Source 6: Account of the Whites' Raid on Little Chile Mining Camp. July 15, 1849.

On July 15th, many White men invaded the Little Chile Mining Camp yelling, "Down with the Chileans!" Bullets went flying. Many people were wounded and almost all robbed of all their possessions. The place was sacked, the tents destroyed and fires set to everything that would burn. Many of the residents ran up [to the] hills and some ... aboard the ships anchored in the bay.



The "Hounds" Attacking Little Chile

LESSON PLAN 5-22: Westward Expansion or Invasion from the East?

MATERIALS

Zoom In Inquiry Activity (WORKSHEET 5-22.A)

“The Split History of Westward Expansion in the United States (Perspectives Flip Book)” by Nell Musolf (not supplied) [NOTE: This lesson will need, at minimum, enough copies of this book per group (4-5 copies). Preferably, there would be enough copies for each student in the classroom to have the text.]

Westward Expansion or Invasion from the East: Exit Ticket (ASSESSMENT 5-22.B)

STANDARDS

Massachusetts History and Social Science Framework

*MA-HSS.5.34: Explain the reasons that pioneer moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. (H, G, C, E)
B. their settlements in the western territories*

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: Was the movement of White Americans a “westward expansion” or an “invasion from the east?”

PREPARATION

1. Post Definition of Expansion and Invasion

Post the definitions of expansion and invasion on the board or chart paper hidden from view. Expansion: Becoming larger by adding more land to your area. Invasion: Becoming larger by taking over someone else's area.

A. OPENER (10 minutes)

2. Zoom In Inquiry Activity

Put students in small groups. Give students the Zoom 1 image (WORKSHEET 5-22.A). Project the Zoom 1 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: "What do you think this may be?", "What can you tell from what you see?", "What clues do you see?" Anticipated responses may include: trains, farmers with cows, house, deer, a stagecoach. Have students examine the source for about 2-3 minutes.

Give students the Zoom 2 image (WORKSHEET 5-22.A). Project the Zoom 2 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: "What do you think this may be?", "What can you tell from what you see?", "What clues do you see?" Anticipated responses may include: a large floating White woman in a white dress/angel, a ship, bridge, and city to the right, horse and wagon, men walking/riding a horse with shovels and picks. Have students examine the source for about 2-3 minutes.

Give students the Zoom 3 image (WORKSHEET 5-22.A). Project the Zoom 3 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: "What do you think this may be?", "What can you tell from what you see?", "What clues do you see?" Anticipated responses may include: Indigenous/Native people running away, buffalo running away, left side is dark/right side is bright, mountains, a river, a bear. Have students examine the source for about 2-3 minutes.

Tell students that this is a painting made by a White man names John Gast in 1872 and it is called "American Progress." Ask students if they know what the word progress means. Anticipated student responses may include: make things better, go forward, accomplish something. Tell students that progress means to move forward or make things better. Tell students that this picture is how White people say westward

expansion. They felt that the Indigenous people were in “darkness” or were not as smart as White people. Because of this, they thought it was okay to move into their land and build their own houses. Notice that the Indigenous people are running away. Even though this artist thought that White people moving there was a good thing, even he showed the bad things that were happening to the Indigenous people.

Today, we will discuss the westward expansion or the invasion from the east. We will look at how White people and Indigenous people say this period. While we will learn about many of the positive developments in the west, we will also learn about some of the negative developments, such as the taking of land from, the hurting, and even killing of Indigenous people and the buffalo by White people during this time.

B. DEVELOPMENT (20 minutes)

3. Read “The Split History of Westward Expansion in the United States (Perspectives Flip Book)” by Nell Musolf

This activity involves reading a flip book. When the book is read in one direction, it will give the White perspective. When it is read in the other direction, it will give the Indigenous perspective. Each perspective is about 30 pages including text and images.

If you will not have enough time to read the entire book in class, you should preview the text and choose certain sections to read that would emphasize the contrasting perspectives from each group.

Before you or the students read, tell the students that today we will learn about an event in history where White Americans moved into a place where the Indigenous people had lived for thousands of years.

Next, either the teacher should read or the students should read aloud (using choral, partner, or independent reading) the book, “The Split History of Westward Expansion in the United States (Perspectives Flip Book)” by Nell Musolf. [NOTE: Instead of sources, we will use this book as the evidence for today’s inquiry.]

At the beginning of the reading, reveal the word “expansion” and its definition.

Begin with the White perspective on westward expansion. This part of the book has four sections: The Beginning; Settling West; Connecting the East and the West; From Sea to Shining Sea. As you read, list any events and the date that the students detect in the text. If they miss an important event, then you should tell them that we should include it.

As you read the text, ask probing questions, such as “If you could get free or cheap land, would you pack up all your stuff and move?”, “Do you think the White Americans have the right to move into this new land?” Ask the students to give reasons for why this is a good example of expansion.

Next, reveal the word “invasion” and its definition.

Continue reading the book with the Native (Indigenous) perspective on westward expansion. This part of the book has four sections: A Threatened Way of Life; Troubles in the East and West; Railroads, Buffalo, and Gold; A Changed World. As you read, list any events and the date that the students detect in the text. If they miss an important event, then you should tell them that we should include it.

As you read the text, ask probing questions, such as “Do you think it is fair that the Indigenous people are being forced from their land and homes?”, “What is the impact of the Indigenous people from the buffalo being killed by Whites?”, “How would you feel if you were the Indigenous people?” Ask the students to give reasons for why this is a good example of invasion.

C. CLOSING (10 minutes)

4. Write Up Argument on Westward Expansion or Invasion from the East

Tell students that after listening to the perspectives of the White and Indigenous people, they will now get to make up their own mind. They will be historians and have to decide who was right during this event. For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-22.B), where they write their own personal response to the lesson’s Inquiry Question: “*Was the movement of White Americans a “westward expansion” or an “invasion from the east?”*” Tell students to cite at least three pieces of evidence from the book (and include one copy of the book for reference at each groups’ desks).

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-22.B

What to look for?

Students should take a stance on if this was a westward expansion or an invasion from the east. They should use at least three pieces of evidence from the book to support their argument.

Some information that students may include in their answer to the question:

Expansion

- The Whites thought they were improving the land (John O’Sullivan and Manifest Destiny)
- Much of the land that Whites settled in was vacant
- Whites improved the land through farming, mining, and ranching
- The Whites took natural resources and turned them into products and food

Invasion

- The Indigenous people were forced to move from their land
- The Whites went to war against the Indigenous people
- The Whites broke many treaties that they signed with the Indigenous people
- The Whites forced Indigenous people to move onto reservations

Zoom In Inquiry Activity



Zoom 1



Zoom 2



Zoom 3

LESSON PLAN 5-23: The Civil War

MATERIALS

The History Kid Explains the Civil War Video (Lesson5-23Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]
Cause of the Civil War: Slavery (WORKSHEET 5-23.A)
Cause of the Civil War: Business (WORKSHEET 5-23.B)
Cause of the Civil War: The Union (WORKSHEET 5-23.C)
Scribe Sheet (WORKSHEET 5-23.D)
The Civil War: Exit Ticket (ASSESSMENT 5-23.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.35: Identify the key issues that contributed to the onset of the Civil War. (H, E)

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Why was the Civil War fought?*

A. OPENER (20 minutes)

1. Watch the Kid Explains the Civil War Video

Show the students a short clip where a 5th grader explains the history of the Civil War (Lesson5-1Video1). Stop the video to explain any concepts that may be difficult for students or need emphasis. After watching the video, ask the students, “In your own words, what was the Civil War?” Anticipated responses may include: a war over slavery, a war to keep the country together, a war where different parts fight each other. Next, ask the students, “What were some of the major events of the Civil War?” Anticipated responses may include: slavery being legal, the Compromise of 1850 that let new states join the U.S. if they were free, the election of Abraham Lincoln and the Republicans (who were against slavery), the Battle of Gettysburg, Black soldiers, the end of the war, the assassination/death of Lincoln.

Tell students that today we will be discussing the different causes of the Civil War. We will look at the different reasons why the country was divided and the South decided to leave the Union and eventually fight with the North.

B. DEVELOPMENT (10 minutes)

2. Read and Discuss the Different Causes of the Civil War

Put students in small groups and have them read the three sources: Cause of the Civil War: Slavery (WORKSHEET 5-23.A), Cause of the Civil War: Business (WORKSHEET 5-23.B), Cause of the Civil War: The Union (WORKSHEET 5-23.C). Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

After the students read about each different cause of the Civil War, they should discuss the inquiry question: “Why was the Civil War fought?” Tell students that all three of these reasons were causes of the Civil War, but as a group, you need to decide which reason was the strongest reason for the war and explain why. Have each group choose a scribe, who will write down the strongest cause and make a list of the reasons why the group chose that. They should complete Scribe Sheet (WORKSHEET 5-23.D).

Have each group choose a spokesperson, who will share their ideas with the class. Ask each group’s spokesperson to share what the scribe wrote down on the Scribe Sheet (WORKSHEET 5-23.D).

Tell students that now that they have examined all the evidence and heard what their classmates think, they should now decide what their own thoughts on the inquiry question are.

C. CLOSING (15 minutes)

3. Write Up Argument on the Causes of the Civil War

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-23.E), where they write their own personal response to the lesson's Inquiry Question: "Why was the Civil War fought?" Tell students to cite at least three pieces of evidence from the sources or groups' Scribe Sheets (WORKSHEET 5-23.D) for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-23.E

What to look for?

The student should take a stance on what cause was the strongest leading to the Civil War.

Some information that students may include in their answer to the question:

Slavery

- The one issue that connects all of the causes was slavery
- If slavery did not exist, there might not have been a Civil War
- The South fought the war because they wanted to keep slavery
- The number of enslaved people was increasing along with the amount of cotton produced
- The Confederate States of America protected slavery in its Constitution
- The first states to leave the Union were cotton states with slaves

Business

- The plantation owners were afraid without enslaved people, they would go out of business
- The North had the factories (factory system); the South has the plantations (agrarian system)
- The South relied on the North to buy its cotton

The Union

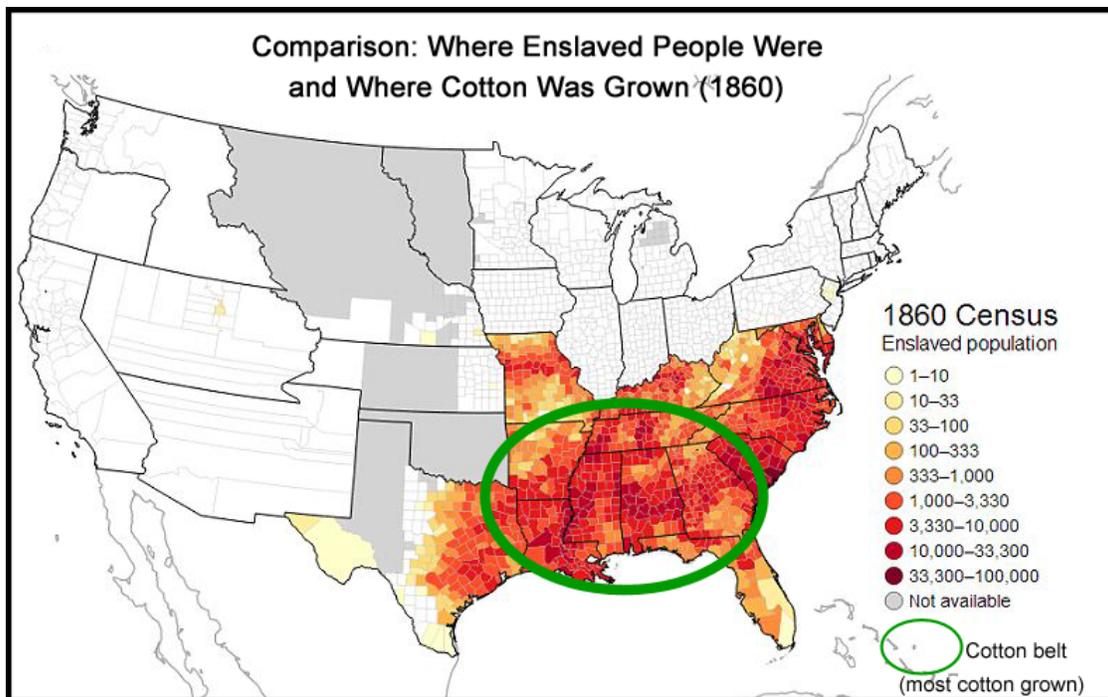
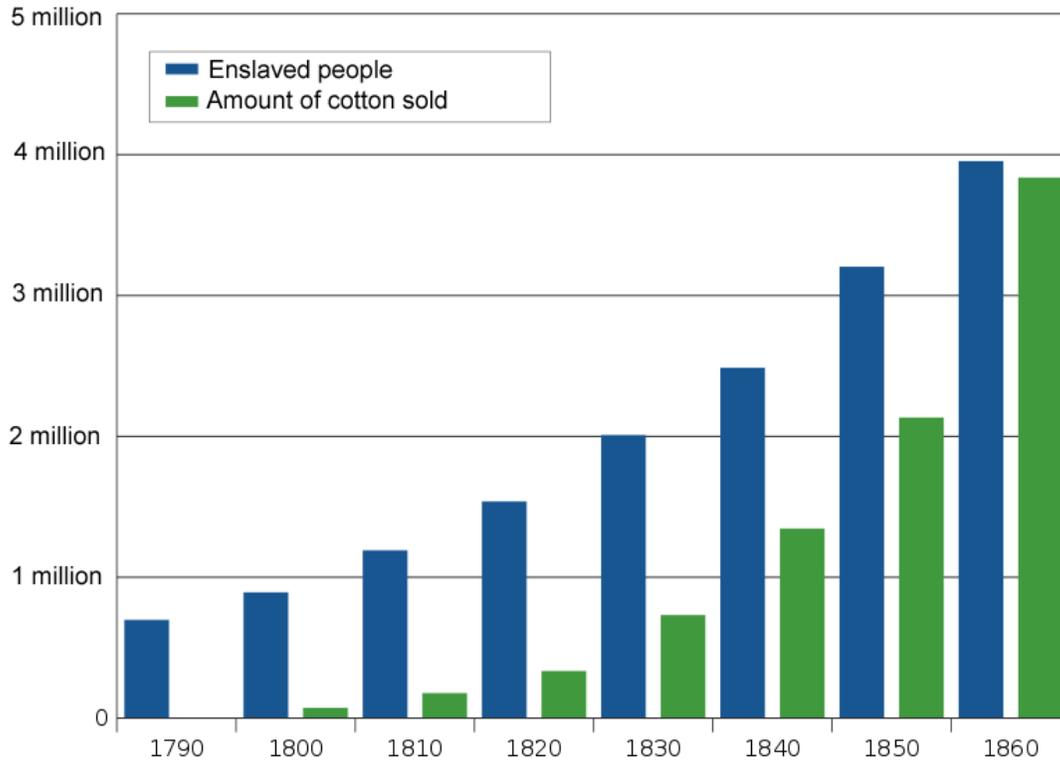
- Slavery existed for over 200 years in the colonies and later United States, but when states left the Union that caused war
- Many people in the North wanted to keep the Union together; many people in the South wanted their own country with their own rules/laws (including slavery)
- Lincoln wrote he would free all or none of the slaves, if it would keep the Union together

Cause of the Civil War: Slavery

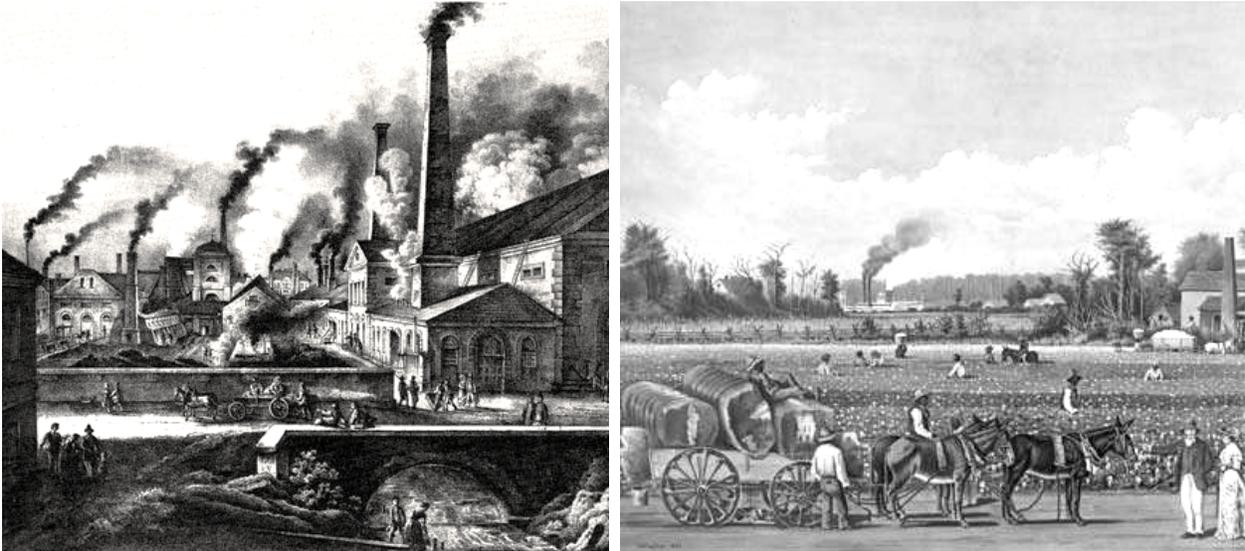


Slavery was the main cause of the Civil War. By the 1700s, most enslaved people were African Americans. The United States put laws about slavery in its new Constitution, which made it harder to abolish (end). At the same time, three states (Massachusetts, Pennsylvania, and Vermont) banned slavery in their new states. The number of enslaved people only grew in the United States as cotton (above) became a major product that was sold around the world (see chart on next page). In fact, Senator James Hammond from South Carolina declared in 1859 that “Cotton is King!”, reminding everyone that it controlled the country. When Southern states left the Union in 1860-61 (secession), the first states to leave were from the Cotton Belt or the area where the most cotton was grown. Their new country, the Confederate States of America, protected the right of people to own enslaved people in their new Constitution.

Growth of Slavery and Cotton in the United States (1790-1860)



Cause of the Civil War: Business



Business was the main cause of the Civil War. The North had a factory system, where raw materials (like cotton) were turned into items to be sold (like clothes). They had long winters and growing crops was difficult. They made their money from manufacturing or making goods instead. The South had an agrarian (farm) system, where raw materials or “cash crops” were grown and sold to Northern factories. The South had long warm summers and growing crops was easier. Their cash crops included tobacco, indigo, rice, but especially cotton. Growing cotton involved many workers. The cotton gin (next page-top) was invented by Eli Whitney in Connecticut and it helped the South produce even more cotton (see the image of a boat filled with cotton; next page-bottom). The South did not have enough workers and they used enslaved people to grow the crops (cotton). If slavery were to be ended, White plantation owners thought it would put them out of business, so they supported war. Many abolitionists (anti-slavery people) argued that plantation owners would just need to allow the enslaved people freedom and pay them for their work.



Cause of the Civil War: The Union



The Union, or keeping the country together, was the main cause of the Civil War. Slavery existed for over 200 years in the colonies and later U.S., but when states left the Union that finally caused war. Many northerners said they were fighting the war to keep the United States as one country. Many southerners said they were fighting the war to have their own country with their own rules and laws (and slavery). In 1862, Lincoln wrote his friend, “My [plan] is to save the Union, and is not either to save or to destroy slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it.” Lincoln argued the reason for the war was to keep the country together. By 1863, Lincoln did start speaking about ending slavery and he passed the Emancipation Proclamation (next page-top), which freed all the slaves in rebelling states. After his death, Congress would force southern states to return to the Union and they ended slavery with the 13th Amendment (next page-bottom).

He thereof are not in rebellion against the UNITED STATES

Now therefore



ABRAHAM LINCOLN
PRESIDENT OF THE UNITED STATES

BY VIRTUE OF THE POWER VESTED IN ME AS
COMMANDER IN CHIEF OF THE ARMY AND NAVY

in a time of actual armed rebellion against the authority of the Government of the United States as a fit and necessary WAR MEASURE for suppressing said rebellion do on this first day of January in the year of our Lord One Thousand Eight Hundred and Sixty Four, and in accordance with my purpose so to do publicly proclaim for the full period of one hundred days from the date of the first above mentioned order designate as the States and parts of States therein the people among respectively are this day in rebellion against the United States the following to wit: Arkansas Texas and Louisiana (except the parishes of St. Bernard, Plaquemine, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebonne, La. Marche, St. Mary, St. Martin and Orleans including the City of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina and Virginia (except the forty eight counties designated as West Virginia and also the Counties of Berkeley, Accomack, Northampton, Elizabeth City, York, Princess Anne and Norfolk, including the Cities of Norfolk and Portsmouth) which accepted parts are for the present left precisely as if this Proclamation were not issued; and by virtue of the power and for the purpose aforesaid, I do ORDER AND DECLARE that all persons held as (SLAVES) within designated States or parts of States (ARE) and henceforward shall be (Free) and that the Executive Government of the United States including the military and naval authorities thereof will recognize and maintain the freedom of the said persons & I hereby enjoin upon the people so declared to be so to abstain from all violence unless in necessary self defense

Thirty-Eighth Congress of the United States of America;

At the Second Session,

Began and held at the City of Washington, on Monday, the fifth day of December, one thousand eight hundred and sixty-four.

A RESOLUTION

Submitting to the legislatures of the several States a proposition to amend the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, (two-thirds of both houses concurring), that the following article be proposed to the legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said legislatures shall be valid, to all intents and purposes, as a part of the said Constitution, namely: Article XIII. Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

LESSON PLAN 5-24: Reconstruction

MATERIALS

Crash Course: Reconstruction Video (Lesson5-24Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]

Clipboards (not supplied)

Worst Decision: Sharecropping (WORKSHEET 5-24.A)

Worst Decision: Ended the Freedman's Bureau (WORKSHEET 5-24.B)

Worst Decision: Not Stopping the Ku Klux Klan (WORKSHEET 5-24.C)

Worst Decision: Did Not Protect Black People's Right to Vote (WORKSHEET 5-24.D)

Worst Decision: Did Not Stop Black Codes (WORKSHEET 5-24.E)

Reconstruction: Exit Ticket (ASSESSMENT 5-24.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.X: [Will be included in the 2018 Revised History and Social Science Framework]

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was the worst decision made during the period of Reconstruction after the Civil War?*

PREPARATION

1. Set Up Carousel Activity

Around the room, post sources about the worst decisions of the Reconstruction period: Sharecropping (WORKSHEET 5-24.A), Ended Freedman's Bureau (WORKSHEET 5-24.B), Not Stopping the Ku Klux Klan (WORKSHEET 5-24.C), Did Not Stop Black Codes (WORKSHEET 5-24.D), Did Not Protect Black People's Right to Vote (WORKSHEET 5-24.E).

A. OPENER (10 minutes)

2. Watch the Crash Course: Reconstruction Video

Show the students a short clip where an author explains the Reconstruction period after the Civil War (Lesson5-24Video1). Stop the video to explain any concepts that may be difficult for students or need emphasis. After watching the video, ask the students, "Tell me some important things that happened after Civil War?" Anticipated responses may include: Black people were forced into a slave-like thing called share cropping, they made schools and colleges for former slaves, passed a law (later amendment) saying anyone born in the United States is a citizen.

Tell students that today we will be looking at all the things that went wrong after the Civil War. It is important to think about these bad decisions, because in many ways they are what would lead to more bad things afterward. We will be learning about the Civil Rights Movement, and people like Martin Luther King and Malcolm X, and this will help us understand why things didn't get much better for African Americans after slavery was ended. Today, you will be deciding which of these many bad decisions was the biggest mistake.

B. DEVELOPMENT (20 minutes)

3. Engage in a Carousel Activity on Reconstruction

Give each student a clipboard with lined paper on it. Ask students to go to each of the five stations: Sharecropping (WORKSHEET 5-24.A), Ended the Freedman's Bureau (WORKSHEET 5-24.B), Not Stopping the Ku Klux Klan (WORKSHEET 5-24.C), Did Not Stop Black Codes (WORKSHEET 5-24.D), Did Not Protect Black People's Right to Vote (WORKSHEET 5-24.E).

At each station, the students should write the source name and take notes on each. Tell students that they should be thinking about how each decision effected African Americans who were formerly enslaved. How might this make life unfair for them after the Civil War? How might it make them not be able to escape how their life was like during slavery?

Once students have gone to each of the five stations, they should return to their seats. Put students in small groups. Include copies of the sources at each table/desks. Have students look at their notes and choose one of the listed decisions as the worst decision or the decision that made it most difficult for former slaves to improve their lives and escape slavery. Have each group share with the class the theory that they think is most likely.

C. CLOSING (15 minutes)

4. Write Up Argument on Reconstruction

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-24.F), where they write their own personal response to the lesson's Inquiry Question: "What was the worst decision made during the period of Reconstruction after the Civil War?" by choosing one of the many bad decisions listed in the sources. Tell students to cite at least three pieces of evidence from the sources or video.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-24.F

What to look for?

The student should take a stance on what decision made it most difficult for former slaves to improve their lives and escape slavery.

Some information that students may include in their answer to the question:

Sharecropping

- Former enslaved people had no money which made it very difficult for them to leave the plantation
- Often worked for their former slave master (now landowner)
- Many landowners charged their sharecroppers unfair amounts that put them into debt, and, if they tried to leave the plantation, they could be arrested and jailed
- The government did not stop sharecropping from happening and it did not make laws to protect the sharecroppers was unfair landowners

Ended the Freedman's Bureau

- The Freedman's Bureau helped millions of freed men and women and poor Whites (including aid through food, water, housing, doctors, lawyers, and education); when these programs were ended, millions of people were left without help
- It forced many former slaves back onto the plantations where they were once slaves

Not Stopping the Ku Klux Klan

- A group of White Confederate soldiers in Pulaski, Tennessee formed a group called the Ku Klux Klan and they would often wear white hoods so no one would know who they are
- They terrorized Black men and women
- They would use violence, including shooting guns at African Americans and burning their houses and churches down
- In 1871, the Congress passed a law making the Ku Klux Klan illegal, but Ku Klux Klan members ignored it
- The Supreme Court ruled against the Ku Klux Klan law and it ended

Did Not Protect Black People's Right to Vote

- 15th Amendment allowed Black men to vote and over 2,000 Black men were elected to office (including 1 U.S. senator and 6 U.S. representatives); but this would change
- Whites in the South found ways to prevent Black people from voting: poll taxes, poll tests, not allow Black people to register to vote
- By 1900, there were zero Black members in the House of Representatives and the Senate
- The U.S. Congress did nothing to make sure Black people could vote

Did Not Stop Black Codes

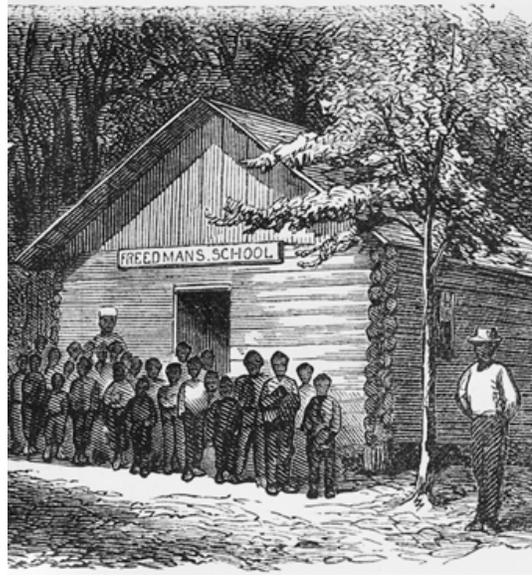
- Once former White Confederate leaders took power, they passed laws called Black Codes
- Black Codes were laws that only applied to Black people: banned Black people from traveling through White towns, traveling at night, and being jailed for vagrancy (not having a job)
- Often were the same as Slave Codes, just the word "Black" or "Negro" was put in the place of "Slave"
- Made former slaves sign work contracts with former slave masters

Worst Decision: Sharecropping



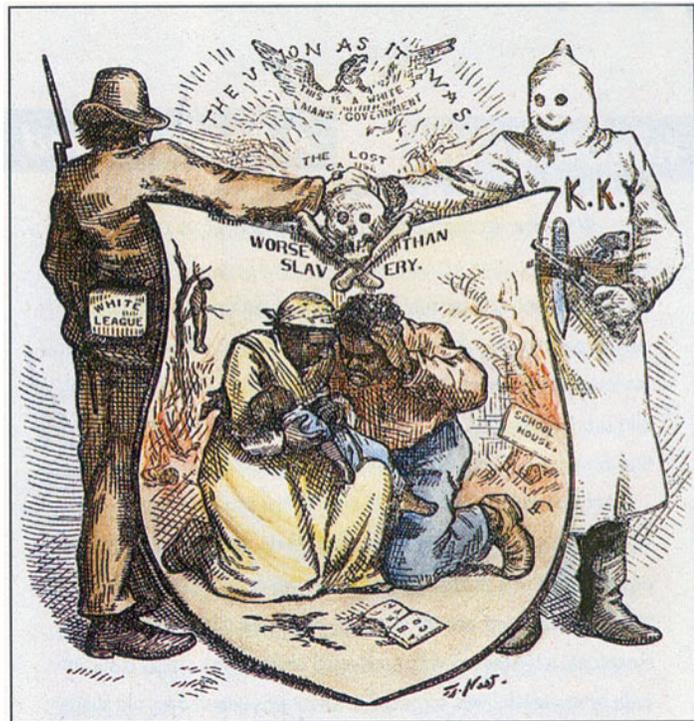
After slavery ended, people who were enslaved had no money and it was very difficult for them to leave the plantation where they lived. They often continued to work for the former slave master, (now called a landowner), but this time for pay. The landowners would pay the former slaves by giving them a “share” of what they grew or “sharecropping.” Many landowners charged their sharecroppers unfair amounts that put them into debt. Since they owed money, if they tried to leave the plantation, they could be arrested and jailed. Above is a picture of a landowner (the White man holding a gun) and his sharecroppers (who were his former slaves) picking cotton in West Point, Mississippi. For many sharecroppers, it seemed like they were still enslaved. The government did not stop sharecropping from happening and it did not make laws to protect the sharecroppers was unfair landowners.

Worst Decision: Ended the Freedman's Bureau



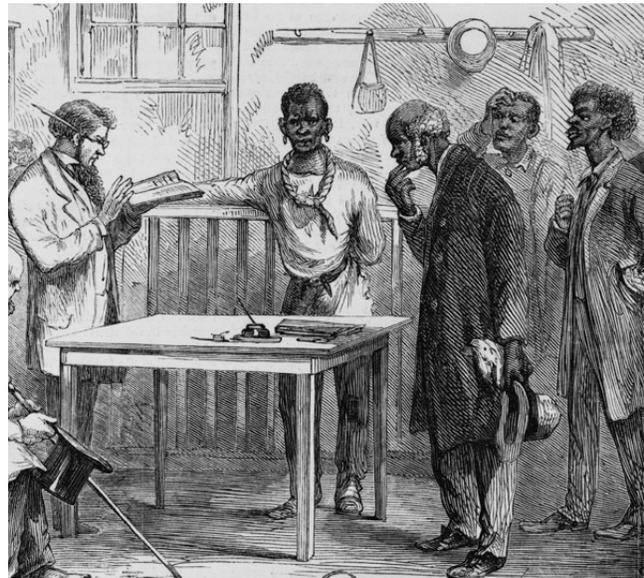
At the end of the Civil War, the United States Congress created the Freedman's Bureau to help millions of freed slaves and poor Whites. It gave them aid through food, water, housing, doctors, lawyers, and education. One of the most successful parts of the Freedman's Bureau was the creation of colleges and universities for Black students, such as Howard University (above left) in Washington, D.C. and Fisk University in Nashville, Tennessee (They still exist today and are called Historically Black Colleges and Universities). The Freedman's Bureau also made free public schools for children and adults who were enslaved (above right). In 1872, Congress ended the program. Millions of people were left without help. This made life very hard for them and for many former slaves, it meant that they had to return to the plantations for work where they were once slaves.

Worst Decision: Not Stopping the Ku Klux Klan



In 1866, a group of White Confederate soldiers in Pulaski, Tennessee formed a group called the Ku Klux Klan or KKK (above). Its members would often wear white hoods so no one would know who they are. The Ku Klux Klan waged a secret war of terror on free Black men and women. They would use violence (above left-notice the guns) including shooting guns at African Americans and burning their houses and churches down. By 1870, the Ku Klux Klan is existed in all states in the South and many states in the North. “Puck,” a magazine from New York City, ran a political cartoon by Thomas Nast called “Worse than Slavery” (above right), which showed how the Ku Klux Klan terrorized Black people and made them afraid for their lives. In 1871, the Congress passed a law making the Ku Klux Klan illegal, but KKK members ignored it. The Supreme Court then ruled against the Ku Klux Klan law and the KKK could continue.

Worst Decision: Did Not Protect Black People's Right to Vote



After the Civil War, the 15th Amendment allowed free Black men to vote (women could not vote in the U.S. at this time). Over 2,000 Black men would be elected local, state, and national offices. In 1869, one Black man, Hiram Revels, was elected to the U.S. Senate and six Black men were elected to the U.S. House of Representatives (above left). Soon, Whites in the South found ways to prevent Black people from voting. At first, they created poll taxes (a tax you have to pay to vote) and poll tests (a test you have to pass to vote, often making someone prove they could read or answer questions about government). Above right is a picture of a Black man being asked a poll test. This stopped many Black people from voting. Often, White people were not asked to pay poll taxes or do poll tests. By 1880, cities in the South were not allowing any Black people to register to vote. By preventing Black people from voting, it stopped Black people from being in government. By 1900, there were zero Black members in the House of Representatives and the Senate. The U.S. Congress did nothing to make sure Black people could vote.

Worst Decision: Did Not Stop Black Codes



In the years after the Civil War, White Confederate leaders became the leaders of the southern states again. They passed laws called Black Codes that only applied to Black people. They banned Black people from traveling through White towns, traveling at night, and jailed Black people for vagrancy (not having a job-hard for many former slaves to find). Above is an image of a “chain gang” of prisoners who had to do hard labor for free. It is likely that these men were jailed for not having a job. The Black Codes were similar to the Slave Codes that enslaved people faced before the Civil War. White politicians often took the old slave laws and just replaced the word “slave” with the word “Black” or “Negro.” They also forced Black people to sign work contracts with landowners, which forcing them back onto their former slave plantations. The U.S. Congress did nothing to stop these laws.

Reconstruction: Exit Ticket

Inquiry Question: *What was the worst decision made during the period of Reconstruction after the Civil War?*

After consider all of the bad decision made after the Civil War, decide which decision was the worst. Choose a decision that you think made it most difficult for former slaves to improve their lives and escape slavery. Include three pieces of evidence from the sources.

LESSON PLAN 5-25: The Great Migration

MATERIALS

Clipboards (not supplied)
Images (WORKSHEET 5-25.A)
Source 1: Higher Pay in Northern Factories (Pro) (WORKSHEET 5-25.B)
Source 2: Less Legal Segregation in North (Pro) (WORKSHEET 5-25.C)
Source 3: Leave Family Members Behind (Con) (WORKSHEET 5-25.D)
Source 4: Distance to the North (Con) (WORKSHEET 5-25.E)
The Great Migration: Exit Ticket (ASSESSMENT 5-25.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.X: [Will be included in the 2018 Revised History and Social Science Framework]

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Inquiry Question: If you were an African American in the South at the turn of the 20th Century, would you have moved north?*

PREPARATION

This lesson uses a method called Visual Thinking Strategy (VTS). The key to VTS is that you as a teacher only do two things: (1) Ask the following questions and (2) repeat as precisely as possible exactly what the students say.

Visual Thinking Strategy Questions:

- Open with: **“What’s going on in this picture?”**
Summarize student responses using conditional language (“Raoul thinks this could be...”). This keeps the conversation open to other interpretations by other students.
- If appropriate: **“What do you see that makes you say that?”**
This encourages students to back up their statements with things they see in the work of art.
- Ask the group: **“What more can we find?”**
This continues the conversation.

If this is your first time using VTS, I would recommend reading this description (with a video example from Grade 1) of it from the Milwaukee Art Museum:

<http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/>

A. OPENER (10 minutes)

1. Engage in a Visual Thinking Strategy (VTS) on the Great Migration Paintings

Give students Images (WORKSHEET 5-25.A). Do not reveal that these are paintings related from the Great Migration. Project the first image (Lettered “A”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Project the second image (Lettered “B”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Tell students that today we will be learning about the Great Migration. These images were painted by two famous artists from Harlem, which is in New York City. Both were African Americans born in the South and who moved with their families to the North during something called the Great Migration. The first was a painting called “Sowing” of sharecroppers in the South and the second was a painting by Archibald Motley called “Stroll,” which shows Africans Americans on the streets of New York City. Since things

were not very good for Black people in the South after Reconstruction, many African Americans moved to the North to find work and less laws that were made against Black people. But it was a hard decision to leave their families and move thousands of miles of way. Today, you will have to decide if you would have risked it all to move from the South to the North.

B. DEVELOPMENT (20 minutes)

2. Read Different Sources About the Great Migration

Put students in four small groups. Ask students if they know what a diary is. Anticipated responses may include: something people write in every night, a place where people record secrets, something people write so others will know what they did. Assign each group one of the following sources: Higher Paying Work in Northern Factories (Pro) (WORKSHEET 5-25.B), Less Legal Segregation in North (Pro) (WORKSHEET 5-25.C), Leave Family Members Behind (Con) (WORKSHEET 5-25.D), Distance to the North (Con) (WORKSHEET 5-25.E). Each source is an argument for or against moving north during the Great Migration. Have students read aloud (using choral, partner, or independent reading) their diary entries in their small groups. As the student reads, tell the other group members to underline or highlight any important information.

8. Engage in a Jig Saw About the Great Migration

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on Source 1, 2, 3, and 4. Have each student describe their diary to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “If you were an African American in the South at the turn of the 20th Century, would you have moved north?” In answering this question, students should debate between the four different sources. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one member of the expedition.

C. CLOSING (15 minutes)

4. Write Up Argument on the Great Migration

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-25.F), where they write their own personal response to the lesson’s Inquiry Question: “If you were an African American in the South at the turn of the 20th Century, would you have moved north?” and taking a stance on they would or would not have gone north. Tell students to cite at least three pieces of evidence from the sources.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-25.F

What to look for?

The student should take a stance on if they would have moved to the North or not, if they were an African American in the South during the early 20th century.

Some information that students may include in their answer to the question:

Yes

- More money working in factories
- Less discrimination/segregation/racism than South
- Would not want to be a sharecropper
- Could buy a house and land

No

- Would be difficult to miss family members and maybe never see them again
- Would miss food, music, and weather of the South
- Would not want to travel such far distances
- There is still discrimination/segregation/racism in North

Images (A)



Images (B)



Source 1: Higher Pay in Northern Factories (Pro)



Above: Black and White factory workers at a dye plant in Bayonne, New Jersey.

Many African Americans moved to the North during the Great Migration to work in factories. While Black factory workers often were paid less than White factory workers, their pay was much better than being a sharecropper in the South. This would help many African Americans escape the debt that they had gained as sharecroppers in the South. While there was racial segregation in many factories, Black people were more likely to work alongside White people in the North. In the North, Black people were often prevented from buying houses in White neighborhoods. Unlike sharecropping in the South, African American factory workers could earn enough money to buy a house and land.

Source 2: Less Legal Segregation in North (Pro)

Above: A Black man drinks from the “colored” water fountain in North Carolina. The White fountain was cooled, where the Black fountain was not.

African Americans faced fewer segregation laws in the North. After the Civil War, many states in the South made laws that segregated (separated) Black people from White people. These laws were called “Jim Crow laws.” Jim Crow laws prevented Black people from using the same entrances, restrooms, drinking fountains, bus seats, train cars, seating areas, schools, and cemeteries as White people. While we no longer use these terms, Black people (and often Latino and Asian people) could only use things labeled “colored” or “Negro.” These laws generally did not exist in the North.

Source 3: Leave Family Members Behind (Con)



Above: A Black family in Georgia who are sharecroppers.

African Americans would have to leave their families to move to the North. It was very expensive to move to the North and African Americans often had to spend all of their money to get there. This mean only a few people in a family might be able to go. People would have to leave their parents, siblings, cousins, and other relatives. It is possible that they may never see each other again. It is very possible that you are only able to keep in touch by sending letters and maybe photographs. Many African Americans during the Great Migration also became homesick for the people, food, music, and weather. The North is also much colder.

LESSON PLAN 5-26: Japanese Internment: Civil Liberties and War

MATERIALS

“The Bracelet” by Yoshiko Uchida and Joanna Yardley (not supplied; 4 copies)
Timeline Sheet (WORKSHEET 5-26.A)
Overview: Japanese Internment (WORKSHEET 5-26.B)
Person 1: Gordon Kiyoshi Hirabayashi (WORKSHEET 5-26.C)
Person 2: Shigeno Nakamura (WORKSHEET 5-26.D)
Person 3: Jimmy Tsutomu Mirikitani (WORKSHEET 5-26.E)
Person 4: Daphne Masumi Nakai (WORKSHEET 5-26.F)
Japanese Internment: Exit Ticket (ASSESSMENT 5-26.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.X: [Will be included in the 2018 Revised History and Social Science Framework]

Common Core: Literacy

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CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was it like for Japanese Americans who were forced by the U.S. government into prison camps during World War II?*

PREPARATION

1. Post Definition of Injustice and Internment

Post the definitions of injustice on the board or chart paper hidden from view. Injustice: A lack of fairness or not fair for everyone. Internment: to be put in a prison for war reasons.

A. OPENER (10 minutes)

2. Read “The Bracelet” by Yoshiko Uchida and Joanna Yardley

Before you read, tell students that today we will learn about an event in history where the U.S. government forced 120,000 Japanese Americans into prison camps during World War II. About 2/3rd of the people forced into these prison camps were American citizens and many were women, children, and the elderly. Since then, historians have asked the question: How could this have happened? And, could this happen again today?

Begin reading the book “The Bracelet” by Yoshiko Uchida and Joanna Yardley to the students.

This story explains the Japanese Internment from the perspective of a Japanese American girl names Emi. Read the entire book. As you read, highlight any events that the students detect in the text (i.e. 1941: the FBI arrests her father and sends him to a prison camp; 1942: Laurie Madison gives Emi a bracelet; being forced to leave their home in Berkeley, California; having to pack everything in two bags and putting their number tags on everything; going to the Assembly Center where people were crying and there were soldiers with guns; Taking a bus to the Tanforan Racetrack near San Francisco; seeing the “We Are Loyal Americans” sign on the Kato Grocery Store-owned by Japanese Americans who were forced to sell it; having to live in Army Barrack 16, Apartment 40; waiting in line for food; being sent to a camp in the Utah desert).

As you read the text, ask probing questions, such as “Do you think it is fair that the Japanese American are being forced from their homes and businesses?” “How would you feel if you were being sent to a prison camp?” “If you could only take what you could carry in two suitcases, what would you bring?” “There is no evidence that any of the Japanese American people had done anything wrong or committed any crimes, why would the government decide to imprison them?” (You should make the point with this last question that White people were afraid of Japanese people, because most knew very few Japanese people. Many White farmers and business owners wanted to take Japanese American farms and business (which they did, since most Japanese

Americans had to sell their property quickly before going into the prison camps). And the United States was also at war with Germany and Italy, yet they imprisoned very few people from those groups. The people in power in the U.S. included German and Italian Americans, but no Japanese Americans.

At the end of the reading, reveal the word “injustice” and its definition. Ask the students if they can think of any injustices that happened to the Japanese American people. Ask students if there were ways that the Americans may have been able to stop those injustices?

Next, reveal the word “internment” and its definition. Most historians use the word “internment” to describe what happened. But, many Japanese Americans do not use the word “internment” to describe what happened. They say they were not prisoners of war, because they were not the “enemy”, they were Americans. Instead, they called it the “Japanese incarceration,” which means to be put in prison.

B. DEVELOPMENT (25 minutes)

3. Choose Events and Put Them on the Timeline

Tell the students that we will now look at a list of events related to the Japanese Internment and choose the four most important events (some key events are bolded, but students can choose any events that they think are most important). Tell students to nominate an event as most important and explain why they think it is important. Circle that event on the board or chart paper. Next go through each event and have students vote for the event that they think is the most important. The top four events based on votes will be the events that the students will write about. Next, have students place those four important events on the Timeline Sheet (WORKSHEET 5-26.A), which is also projected or written on the board or chart paper. Have students write the event’s date next to it on the timeline. Tell students that the events must be in chronological order, which means from first event to last event in the order that they happened. Tell students that these events will be important because we will be taking on the roles of people who lived through the Japanese Internment and writing diary entries from their perspectives.

4. Write A Japanese American’s Diary of the Internment

Put students into four groups. Give each group a copy of “The Bracelet” by Yoshiko Uchida and Joanna Yardley for reference. Assign them one of four Japanese American people: Gordon Kiyoshi Hirabayashi (WORKSHEET 5-26.C), Shigeno Nakamura (WORKSHEET 5-26.D), Jimmy Tsutomu Mirikitani (WORKSHEET 5-26.E), Daphne Masumi Nakai (WORKSHEET 5-26.F). In their groups, have students read the biography of their person (using choral, partner, or independent reading).

Tell student that they will now write four imaginary diary entries as if they were that person being forced into a prison camp. They should use the events that we put on the Timeline Sheet (WORKSHEET 5-26.A) for the date and the events that they should discuss. They are to use their biography, the notes on the board/chart paper, and the book “The Bracelet” to make sure it is historically accurate. Circulate the room helping students write their diary entries.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

C. CLOSING (10 minutes)

5. Share Japanese Internment Dairy Entries

Have students share their stories of Gordon Kiyoshi Hirabayashi, Shigeno Nakamura, Jimmy Tsutomu Mirikitani, and Daphne Masumi Nakai with the class. Start with the first event and have several students share their entries. Then proceed to the second, third, and fourth event, having students again share their diary entries. Draw comparisons and differences between the different stories of the four people and list them on the board or chart paper using a two-column chart (differences; similarities).

6. Help Students See Similarities in the Different Perspectives

After students read their diary entries, lead students in a brainstorm activity. Ask the students to list, based on what they heard in the diary entries, some of the same experiences that each person had. Anticipated responses may include: anger or sadness in losing their homes and business, missing people from their hometown (such as Emi’s friend Laurie), being afraid of the soldiers, not being able to leave, the dryness (arid) and coldness of the prison camps in the desert, returning to find their homes graffitied, ruined, or other people living there.

EVALUATION

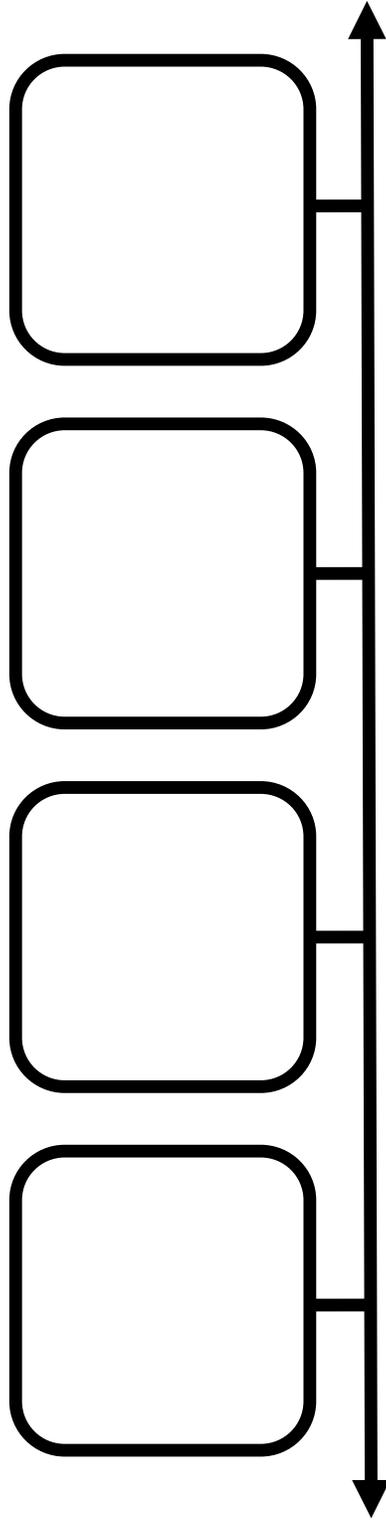
ASSESSMENT 5-26.G

What to look for?

The students should write four journal entries that relate to the four events that the class chose. All arguments should cite at least 3 pieces of evidence from the “The Bracelet” book, biographies, and class notes.

Students answers will vary based on which events the class chose and the character they were assigned.

Timeline Sheet



Overview: Japanese Internment

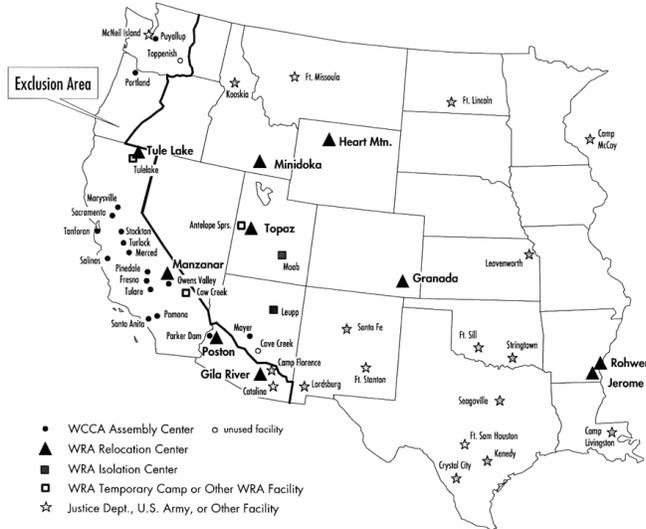
1890s: Japanese immigrants arrived in large numbers in the United States to work in farming and fishing. The Alien Land Law prevented Japanese immigrants from owning their own land.

December 7-8, 1941: The country of Japan bombed the Pearl Harbor military base in Hawaii. On the next day, the U.S. Congress declared war on Japan. The FBI searched Japanese Americans' homes and arrests many Japanese American men.

February 19, 1942: President Franklin Roosevelt signed Executive Order 9066, which allowed the military to imprison Japanese Americans.



March 1942: The military put up posters in the streets and announced over the radio that all Japanese Americans in California, Washington, Oregon, and Arizona must report to "Assembly Centers." They can only carry two bags each (above).



May 1942: The military moved Japanese Americans on trains to the 10 camps that they built (map; above left). Many were afraid that the government might kill them. The camps were: Manzanar (above right) and Tule Lake in California, Poston and Gila River in Arizona, Topaz in Utah (where Emi in “The Bracelet” was sent), Granada in Colorado, Heart Mountain in Wyoming, Minidoka in Idaho, and Jerome and Rohwer in Arkansas. Most of these prison camps were built in the desert, which gets very cold at night and there is snow in the winter. They were guarded by soldiers with guns (and some people were killed who tried to run away or misunderstood soldiers’ orders). People were forced to eat all their meals in “mess halls” and the food was chosen by the military (and did not taste very good). Japanese Americans did their best to survive. They created their own schools, art and music groups, sports leagues (like baseball, football, karate, and sumo wrestling). Many people signed up for work in the prison camp and some people were allowed to work in nearby farms (with soldiers guarding them). There were also jails, where anyone who protested might find themselves.

August 1942: The people in the Tule Lake prison camp had a major strike to protest their treatment by the government.

March 1943: 10,000 Japanese Americans in the prison camps volunteered to join the U.S. military. The 442nd Infantry Regiment of Japanese Americans would become one of the most decorated in the war (get the most awards for bravery).

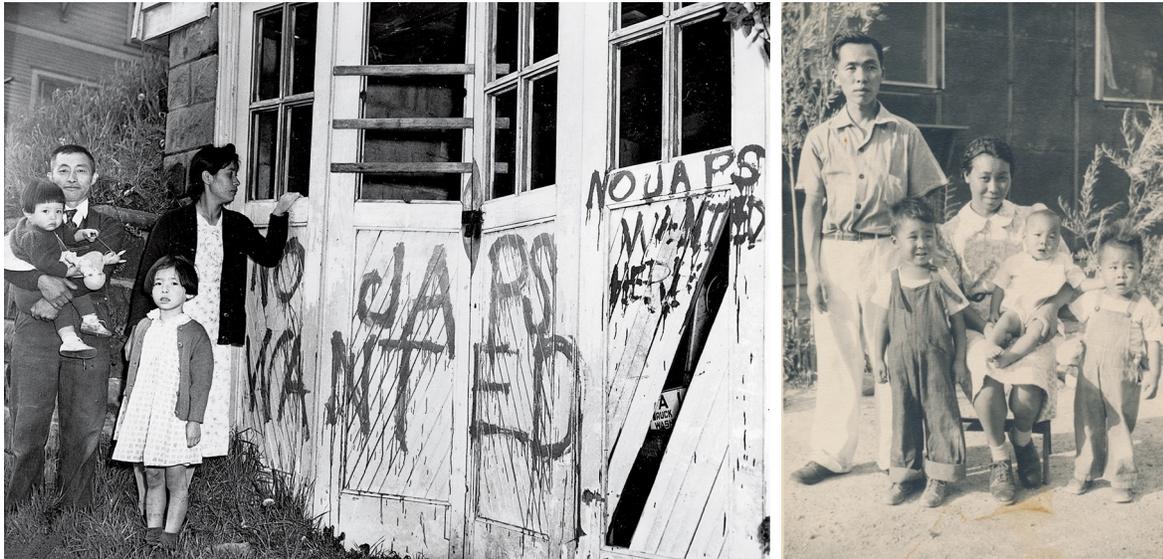


Above: Manazar (left) and Tule Lake (left) were two of the largest camps.

September 1943: Japanese Americans in the prison camps are told to answer a questionnaire about their loyalty to the United States. They are asked if they would fight for the United States in war and if they will swear allegiance to the United States and against the Japanese emperor or any other nation. Many people answered “no,” because they did not want to fight against their family members in Japan, were against war, and did not have an allegiance to the Emperor or Japan. **People who answered “no” were sent to a “Segregation Center” camp called Tule Lake in California.**

May 10, 1944: People at the Heart Mountain prison camp had a major protest of their treatment and being drafted into the military.

December 1944: The Supreme Court ruled that the government could imprison Japanese Americans during wartime.



January 2, 1945: The Supreme Court ruled that “loyal” Japanese American citizens can be released from prison camps. Many people return to their homes on the West Coast to find them damaged, graffitied with hate words (above left), their things stolen, or other people living there. It was also hard to find work or return to school, because many White people blamed Japanese Americans for the war (even if they were born in the U.S.). Above (right) is a picture of the Hashimoto family at Tule Lake, who were not let out of their prison camp.

March 20, 1946: Tule Lake “Segregation Center” closes. This is the last prison camp to close. Some remaining Japanese Americans are sent to a prison in Crystal City, Texas.

Person 1: Gordon Kiyoshi Hirabayashi

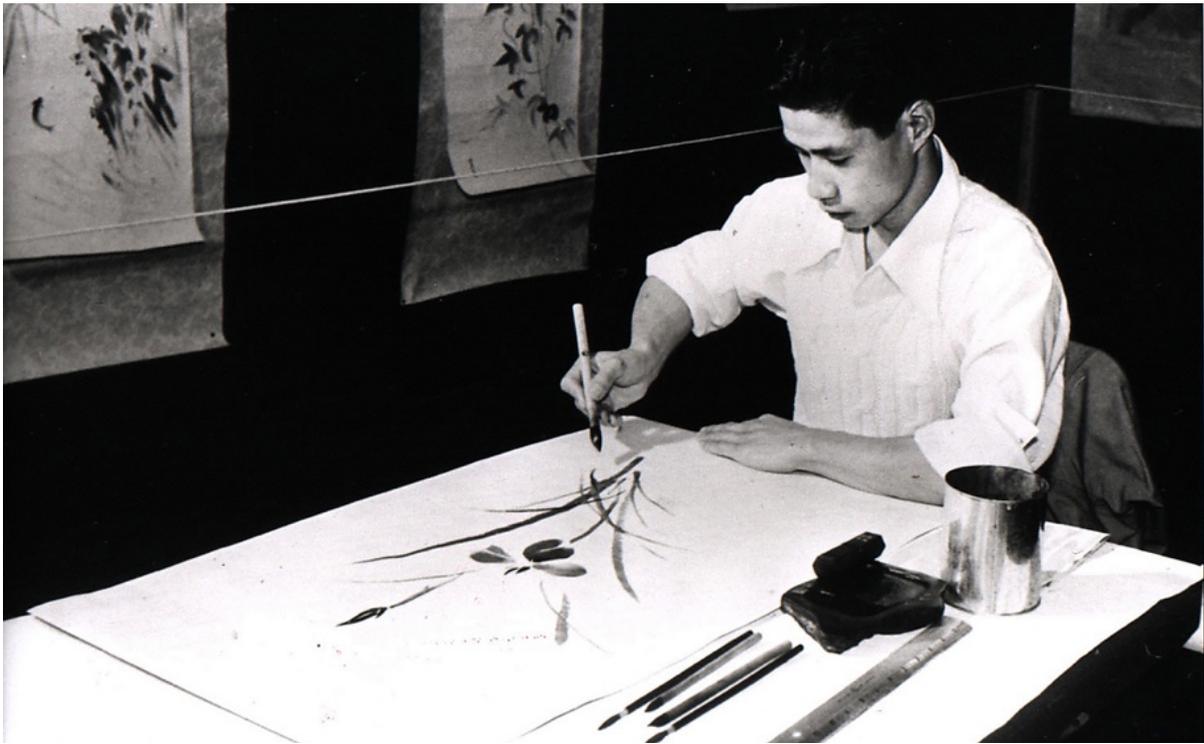


Gordon Kiyoshi (ki-oo-she) Hirabayashi (he-ra-bi-ah-she) was born in Seattle, Washington. He was a Quaker and a pacifist, which meant his religion and beliefs would not allow him to fight in a war. He was 24 years old and a college student when Pearl Harbor was bombed. When Japanese Americans were told to go to Assembly Centers, he refused. Instead, he continued studying at his college, the University of Washington. He was arrested and sent to prison. He missed his family, who were sent to the Minidoka prison camp. He got a lawyer and sued the government. The case went all the way up to the Supreme Court and on June 21, 1943, they ruled that the government could imprison Gordon for violating the military orders.

Person 2: Shigeno Nakamura



Shigeno (she-gee-no) Nakamura (na-ka-mur-ah) was born in Japan and immigrated to Sacramento, California when she was a young woman. She had five children. The whole family eventually moved to Los Angeles. In L.A., she had three grandchildren. Shigeno did not speak very much English and she was very afraid when the soldiers came and told her and her family to go to an Assembly Center. They lost everything, including their house. They were sent to Rohwer in Arkansas. Afraid that her children might be drafted to fight in the war, Shigeno answered “no” on the loyalty oath questions and they were sent to Tule Lake in California. Their time in the prison camp was very hard.

Person 3: Jimmy Tsutomu Mirikitani

Jimmy Tsutomu (su-toe-moo) Mirikitani (mi-di-ki-ta-ne) was born in Sacramento, California. As a young boy, his parents sent him to Japan when he was little to live with relatives in Hiroshima, go to school, and learn Japanese (they called this being a “kibei”). In Japan, he became an artist known for his paintings (above). When he finished school in Japan, he returned to the United States, because he did not like war and did not want to be in the Japanese Army. He was 22 years old when Pearl Harbor was bombed. He was very afraid when the soldiers came and told him to go to an Assembly Center. He was sent to Tule Lake in California. He was against war and answered “no” on the loyalty oath questions. He sent a letter to the President asking to be released, since he was an artist and against war. He was later sent to a prison in Crystal City, Texas.

Person 4: Daphne Masumi Nakai



Daphne Masumi (ma-su-mi) Nakai (na-kai) was born at the Tule Lake Prison Camp in California (she is pictured above with her brother Ron). Her parents, who were born in the United States, lived in Berkeley, California. They were very afraid when the soldiers came and told them to go to an Assembly Center. They heard that if you had family that lived far away from the ocean you would not be imprisoned. They moved to Lodi, where there were many farms. A few months later, they were told to report to an Assembly Center. They lost everything. They were sent to Rohwer in Arkansas. Daphne's parents had family who lived in Japan and they did not want to fight in the war, so they answered "no" on the loyalty oath questions. They were sent to Tule Lake in California. In 1943, Daphne was born. She spent her first few years there. Her family missed their home and their friends.

Japanese Internment: Exit Ticket

Inquiry Question: *What was it like for Japanese Americans who were forced by the U.S. government into prison camps during World War II?*

Using the information from the book “The Bracelet,” your person’s biography, the timeline, and the notes we took on the board, write four journal entries describing what it was like for a Japanese American person to be forced out of their homes and into prison camps.

Diary Entry 1

Date:

Diary Entry 2

Date:

Diary Entry 3

Date:

Diary Entry 4

Date:

LESSON PLAN 5-27: Martin Luther King and Malcolm X

MATERIALS

Martin Luther King and Malcolm X Video (Lesson5-27Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]
Overview: The Civil Rights Movement (WORKSHEET 5-27.A)
Martin Luther King Sources (WORKSHEET 5-27.B)
Malcolm X Sources (WORKSHEET 5-27.C)
Note Taking Sheet (WORKSHEET 5-27.D)
The Civil Rights Movement: Exit Ticket (ASSESSMENT 5-27.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.X: [Will be included in the 2018 Revised History and Social Science Framework]

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Who had the better strategy for reducing racism and improving the Black community?*

PREPARATION

1. Post Definition of Non-Violence and Self-Defense

Post the definitions of non-violence and self-defense on the board or chart paper hidden from view. Non-Violence: You should never use force; only use peace. Self-Defense: You should only use force to defend or protect yourself from others.

A Note on the Topic:

Several of the documents use the term “Negro” or “colored” to describe African Americans or Black people. Students may be confused by these terms as they are historical and no longer. It would be helpful to explain that these were not “bad words” at the time, but the terms commonly used by Americans to describe Black people or African Americans. At the same time, you should explain that we no longer use these terms, because they were from a time long ago when things were very different.

Additionally, one document written by Martin Luther King contains the word “nigger” to express the racial hate of the time. We have chosen to not remove the word, as it is important for students to be confronted with the hateful language used toward African Americans in the past. We strongly recommend that teachers consider saying “the N word” in place of reading this word aloud, as it may be hurtful or troubling to some students. When you do this, we encourage you to make it a teachable moment and explain that this word is so hateful, that today, especially people who are not Black or African American, do not say it out loud. If you feel keeping the word in this lesson plan could be problematic or disturbing for your students, we may consider removing it from the sources.

Additional Lessons:

Understanding Our World is a supplemental curriculum. It is strongly encouraged that this not be the only lesson that you teach on the modern Civil Rights Movement. Teachers should consider using English language arts time to teach texts related to the Civil Rights Movement around this lesson. There are also numerous elementary curricular materials available on the Internet on teaching civil rights in elementary social studies. We recommend looking at the following organizations: The Zinn Education Project (www.zinnedproject.org), PBS Civil Rights Resources (www.pbslearningmedia.org/collection/civil/), National History Education Clearinghouse (www.teachinghistory.org), Civil Rights Teaching by Teaching for Change (www.civilrightsteaching.org), and Facing History and Ourselves (www.facinghistory.org).

A. OPENER (10 minutes)

1. Watch the Martin Luther King and Malcolm X Video

Show the students a short video with four clips of Malcolm X and Martin Luther King clip speaking (Lesson5-27Video1). This includes 2 clips from each person explaining their ideas. Stop the video to explain any concepts that may be difficult for students or need emphasis. After watching the video, ask the students, “Can you tell me how the first person with the glasses, Malcolm X, and the second person, Martin Luther King, saw things differently?” Anticipated responses may include: Malcolm X says that White people will never treat Black people well, Martin Luther King says we should never use violence or killing, Malcolm X says that Martin Luther King wants Black people to forget what White people did to them, Martin Luther King things love is most important, Martin Luther King thinks love is something strong and powerful, Malcolm X says that 10 years waiting for school desegregation is too long and will never happen, Malcolm X says that there have been no gains made and people are to trick us.

Tell students that Martin Luther King and Malcolm X saw things very differently. They had two different plans for reducing racism and improving the Black community. Today, you will need to decide which civil rights leader you think had the better ideas.

Reveal the definitions of Non-Violence as “You should never use force; only use peace” Tell students that Martin Luther King’s main idea was non-violence. Ask students what they think about that idea? Is it good or bad? Will it work to make things better for Black people? Next, reveal the definition of Self-Defense as “You should only use force to defend or protect yourself from others.” Tell students that Malcolm X’s main idea was self-defense. Ask students what they think about that idea? Is it good or bad? Will it work to make things better for Black people?

B. DEVELOPMENT (25 minutes)

2. Introduce the Possible Arguments for Martin Luther King-Malcolm X Debate

Have students read aloud (using choral, partner, or independent reading) to the class the overview of the Civil Rights Movement (WORKSHEET 5-127.B). Make sure they define any words that might be difficult for students to understand and highlight how African Americans were treated under Jim Crow laws, as well as how Martin Luther King and Malcolm X had different views on how to improve the Black community and reduce racism.

Tell students that today we will be looking at the plans that Martin Luther King and Malcolm X had for civil rights for African Americans in the United States. The two men never had a public debate with each other, but today we will pretend that they are

having one. Your group will represent either MLK or Malcolm X and need to have a civil discussion based on their views.

3. Prepare for the Martin Luther King-Malcolm X Debate

Divide the class into two groups, one representing Malcolm X and the other representing Martin Luther King. Ask the students to read aloud (using choral, partner, or independent reading) the document on MLK (WORKSHEET 5-27.B) and Malcolm X (WORKSHEET 5-27.C). After they read it, the students should take notes on the Note Taking Sheet (WORKSHEET 5-27.D).

Tell both groups to look at their documents, either MLK (WORKSHEET 5-27.B) and Malcolm X (WORKSHEET 5-27.C). Ask students to discuss in their groups, based on what they read, the reasons why their view is stronger. Have students use the Note Taking Sheet (WORKSHEET 5-27.E) to help make your argument (students should only complete the notes for their debate side at this point). Have students use a piece of paper to prepare an opening speech. Tell students to choose one student to read their opening speech. Circulate the room helping students complete their opening speech.

4. Participate in the Martin Luther King-Malcolm X Debate

Have students put their chairs in a position where the two sides of the debate can see each other. Tell students that we will now have a debate about which idea we think is more likely. Tell students that there will be three rules for our debate:

1. We must respect each other. There is no one right answer and everyone's ideas are important.
2. We should only have one person speaking at a time (you may consider using a talking stick or item for this activity-where only the student holding that stick/item has the right to speak)
3. We should be listening when others speak.

Have one of the debate sides read their opening speech. Next, have the other debate side read their opening speech [NOTE: It does not matter which side goes first].

After the opening speeches are read, tell the first team that they get to speak for 3 minutes and the other team cannot interrupt them. This is their chance to say why they think their idea is right.

Tell the second team that they get to speak for 3 minutes and the other team cannot interrupt them. This is their chance to say why they think their idea is right.

Have students make points or ask questions to the other side and allow the other side time to respond. This should last 5-7 minutes. Go back and forth having each side ask and the other side answer their question/respond to their statement.

Tell the students that the debate is now over and that they will have a chance to make up their own mind, which may be different than the debate side that they were on. Before they make up their own mind, tell them that we will review the arguments from each side. Ask the class to remind us of the arguments for “Martin Luther King.” List these ideas on the board or chart paper. Have students add them to their worksheets, if they are not already recorded from the debate preparation. Ask the class to remind us of the arguments for “Malcolm X.” List these ideas on the board or chart paper. Have students add them to their worksheets, if they are not already recorded from the debate preparation.

Have students complete the evaluation task and then share their answers.

C. CLOSING (10 minutes)

5. Write Up Argument on the Martin Luther King-Malcolm X Debate

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-27.F), where they write their own personal response to the lesson’s Inquiry Question: *“Who had the better strategy for reducing racism and improving the Black community?”* Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

6. Share Arguments

Have students share their arguments with the class. Draw comparisons between the different students’ arguments and list them on the board or chart paper.

EVALUATION

ASSESSMENT 5-27.F

What to look for?

The student should take a stance on if Martin Luther King or Malcolm X had the best ideas to reduce racism and improve the Black community.

Students answers will vary based on arguments that were made during the class debate.

Overview: The Civil Rights Movement

After the Civil War, there was an important Supreme Court case about racial segregation called *Plessy v. Ferguson*. Homer Plessy, an African American, had boarded a train in New Orleans and sat in a “whites-only” car. The Supreme Court ruled against Homer Plessy, allowing states to separate races (White, Black, Asian, Latino, Indigenous people) as long as it was “separate but equal.” This meant people could be separated as long as they are given the same things.



In many cities and towns, African Americans (and some places also Asians and Latinos) were not allowed to share a taxi with Whites or enter a building through the same entrance. They had to drink from separate water fountains, use separate restrooms, attend separate schools, and even be buried in separate cemeteries. They were excluded from certain restaurants, parks, swimming pools, and libraries. It was common to see signs that said, “Whites only” or even “Negroes and dogs not allowed.”

Black people were expected to step aside to let a White people pass. Black men could get in serious trouble for looking any White woman in the eye. Black men and women were rarely addressed as “Mister” or “Miss.” Black men were referred to as “boy” and Black women as “girl,” even if they were adults, and often called hate words.

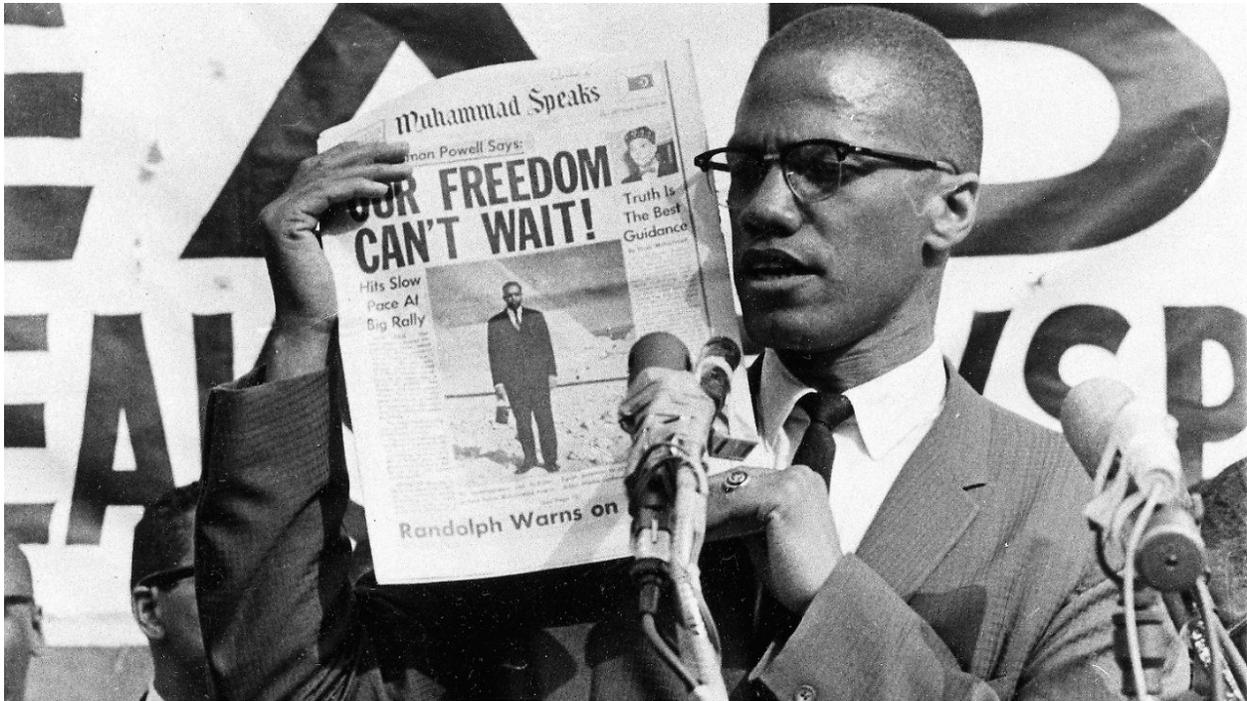
Although the Constitution protected the right to vote for all races (15th Amendment), Black people were generally not allowed to vote. Many African Americans were required to pass literacy tests and to explain state constitutions to White clerks. These tests were not applied to Whites. In many places, groups like the Ku Klux Klan, burned schools and churches where voter education classes were held.

After Civil War, many organizations were formed to fight for racial justice and equality, but change was very slow. Groups such as the National Association for the Advancement of Colored People (NAACP), Congress of Racial Equality (CORE), and Dr. Martin Luther King's Southern Christian Leadership Conference (SCLC), believed change could only happen by peaceful means (no violence). Other groups, such as the Nation of Islam and the Black Panthers, argued for using violence in self-defense and creating Black communities separate from White communities. They believed the only way they could protect themselves was to be separate from Whites. During this time, many people were involved in marches, rallies, strikes, riots, and violent confrontations with the police in an attempt to stop racism and gain equality for African Americans.



Martin Luther King

Martin Luther King was born and raised in Atlanta and lived in Grove Hall section of Dorchester/Roxbury and the South End while earning his Ph.D. at Boston University. He would become president of the Southern Christian Leadership Conference (SCLC). The SCLC organized numerous marches, rallies, and strikes to call attention to the systematic discrimination against Black people. King believed in nonviolent resistance, which meant you should never use force and the only way to make change is to stop “evil by the power of love.” His work would push Congress to pass laws protecting civil and voting rights. He also spoke out against the Vietnam War and poverty. On April 4, 1968, King was assassinated (killed) in Memphis while helping garbage workers who were on strike for better pay.



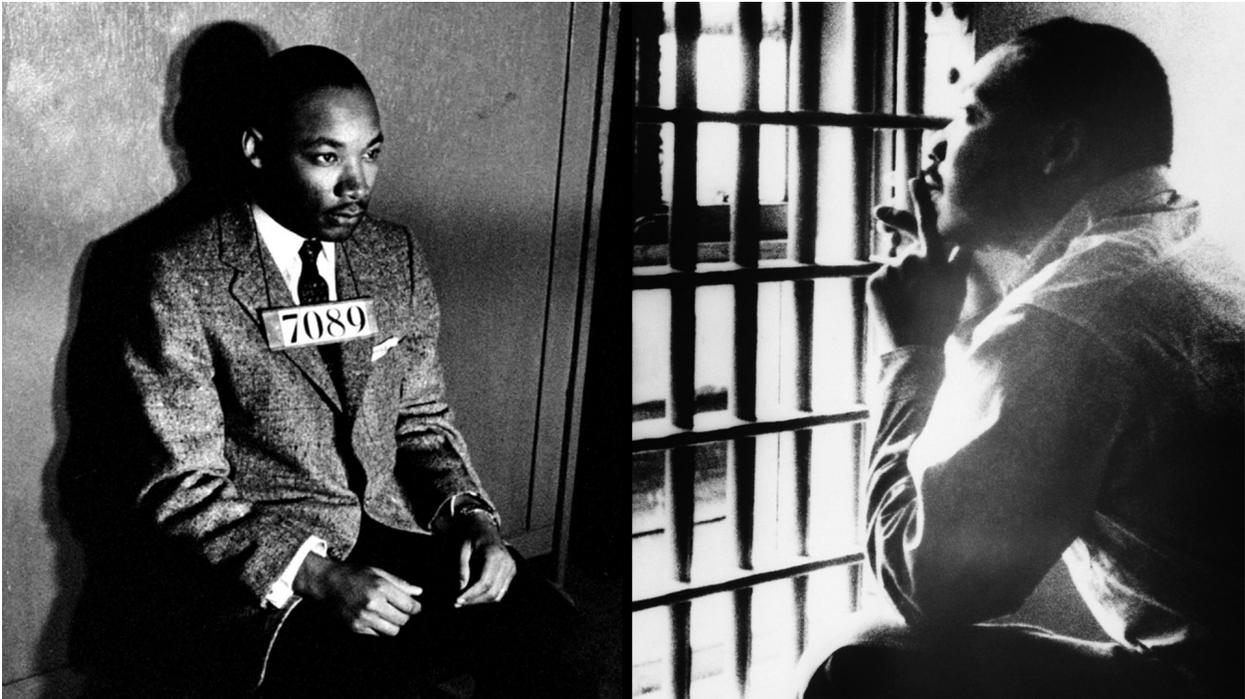
Malcolm X

Malcolm X was born Malcolm Little in Nebraska. As a boy, his father was killed (by White supremacists) and as a teenager he moved in with his sister on Dale Street in Roxbury. He began his real education in a prison library where he was serving time for robbery. When he got out of jail, he joined the Nation of Islam (NOI). The NOI argued that Black people should create separate communities from Whites. This was the only way that they will stop being treated poorly by Whites, since the last 100 years of non-violence did not work. Malcolm X was known for his street corner speeches and tireless work in the Harlem section of New York City. In 1964, Malcolm X left the Nation of Islam out of concern about its leader Elijah Muhammad. After a trip to Africa and a pilgrimage to Mecca, Malcolm X started the Organization of Afro-American Unity, which wanted harmony among all races. On February 22, 1965, three men (possibly from NOI) assassinated Malcolm X as he gave a speech in the Harlem Ballroom.

Martin Luther King Sources

“The Power of Nonviolence” (1957)

From the very beginning there was a philosophy ... of nonviolent resistance. There was always the problem of getting most people to understand it. We had to make it clear that nonviolent resistance is not a method of cowardice (for those with fear). It does resist (fight). The nonviolent resister is just as opposed to the evil that he is standing against as the violent resister but he resists without violence (without fighting). ... The nonviolent resister does not seek to humiliate or defeat the opponent but to win his friendship and understanding.



Above: Martin Luther King being arrested for protesting. He wrote the below letter while sitting in a jail.

Letter from a Birmingham Jail (1963)

We know that freedom is never voluntarily given by the oppressor (person controlling others); it must be demanded by the oppressed (people being controlled by others)... For years now I have heard the word “Wait!” It rings in the ear of every Negro with a piercing familiarity. This “wait” has almost always meant “never.” We must come to see with the distinguished jurist of yesterday that “justice too long delayed is justice denied” (if you are not treated fairly for long enough, it means you will never be treated fairly). We have waited for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jet-like speed toward the goal of political independence, and we still creep at horse and buggy pace toward the gaining of a cup of coffee at a lunch counter.

I guess it is easy for those who have never felt the stinging darts of segregation to say wait. But when you have seen vicious mobs lynch (killed by a group) your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick, brutalize, and even kill your black brothers and sisters with impunity; when you see the vast majority of your 20 million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society;

When you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television, and see the tears welling up in her little eyes when she is told that Funtown (an amusement park) is closed to colored children, and see the depressing clouds of inferiority begin to form in her little mental sky, and see her begin

to distort her little personality by unconsciously developing a bitterness toward white people; when you have to concoct an answer for a five-year-old son who is asking in agonizing pathos: "Daddy, why do white people treat colored people so mean?"

When you take a cross country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" men and "colored" when your first name becomes "nigger" and your middle name becomes "boy" (however old you are) ... I hope, sirs, you can understand why we can no longer wait.

Malcolm X Sources

Louis Lomax Interviews Malcolm X (1963)



Above: An image of Louis Lomax interviewing Malcolm X.

Lomax: Wouldn't you say the Negro has a nation—America?

Malcolm X: Sir, how can a Negro say America is his nation? He was brought here in chains; he was put in slavery and worked like a mule for three hundred years; he was separated from his land, his culture, his God, his language! The Negro was taught to speak the white man's tongue, worship the white God, and accept the white man as his superior. This is a white man's country. And the Negro is nothing but an ex-slave who is now trying to get himself integrated into the slave master's house.

Lomax: It is suggested also that your movement preaches violence.

Malcolm X: No, sir. The black people of this country have been victims of violence at the hands of the white men for four hundred years. Today, we are showing black people in this country that, just as the white man and every other person on this earth has God-given rights, natural rights, civil rights, any kind of rights that you can think of, when it comes to defending himself, black people—we should have the right to defend ourselves also.

Lomax: Then your movement does not share the integration (live together) goals of the NAACP, CORE, Martin Luther King's movement, and the Student Nonviolent movement.

Malcolm X: You don't integrate with a sinking ship. You don't do anything to further your stay aboard a ship that you see is going to go down to the bottom of the ocean. ... If [Blacks] were treated like citizens, you wouldn't have a race problem. If the 13th (ended slavery), 14th (everyone born in the U.S. a citizen) and 15th (right to vote) Amendments to the Constitution were followed, you wouldn't have a race problem. If the Supreme Court desegregation decision was followed, you wouldn't have a race problem. Right now, complete separation from whites is the only thing that will save us.

Malcolm X's Speech at the Founding Rally of the Organization of Afro-American Unity (1964)

Recently, when I was blessed to make a religious pilgrimage to the holy city of Mecca where I met many people from all over the world, plus spent many weeks in Africa trying to broaden my own

scope and get more of an open mind to look at the problem as it actually is, one of the things that I realized ... was that our African brothers have gained their independence faster than you and I here in America have.

So, we have formed an organization known as the Organization of Afro American Unity. Our motto: We want freedom by any means necessary. We want justice by any means necessary. We want equality by any means necessary. We don't feel that in 1964, living in a country that is supposedly based upon freedom, and supposedly the leader of the free world, we don't think that we should have to sit around and wait for some segregationist congressmen and senators and a President from Texas in Washington, D.C., to make up their minds that our people are due some civil rights. What do we want:

1. We are trying to unite our people. We must unite together in order to go forward together.
2. We assert the Afro American's right to self-defense.
3. Education is an important element in the struggle for human rights. It is the means to help our children and our people rediscover their identity and self-respect.
4. Basically, there are two kinds of power that count in America: economic (money) power and political (government) power. In order for the Afro-Americans to control their destiny, they must be able to control their future through having power.
5. This organization is responsible only to the Afro-American people and the Afro-American community to form an organization that will help us improve our society.

Note Taking Sheet

Source 1: Overview: The Civil Rights Movement

LESSON PLAN 5-28: Sí Se Puede! César Chávez, Dolores Huerta, and the National Farm Workers Association

MATERIALS

Viva La Causa Video (Lesson5-28Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]

Clipboard (not supplied)

Lined paper (not supplied)

Image (WORKSHEET 5-28.A)

Source 1: Work Strikes and Picket Lines (WORKSHEET 5-28.B)

Source 2: Marches and Rallies (WORKSHEET 5-28.C)

Source 3: Hunger Strikes (WORKSHEET 5-28.D)

Source 4: Boycotts (WORKSHEET 5-28.E)

National Farm Workers Association: Exit Ticket (ASSESSMENT 5-28.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.X: [Will be included in the 2018 Revised History and Social Science Framework]

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *Which type of protest used by Chavéz and Huerta was most effective?*

PREPARATION

1. Two-Day Lesson

This lesson spans over two days. Day 1 involves watching a film on Cesar Chavéz and Dolores Huerta. Day 2 includes debating which protest tactic was most effective.

DAY 1

A. OPENER (10 minutes)

2. Engage in a Brainstorm on Farmworkers

Ask students to tell you what they already know about people who work on farms. What is their day like? What are the conditions like on the farms? Project Images (WORKSHEET 5-28.A) to help stimulate their memory. Record answers on the board or white board. Anticipated responses may include: it is very hot, they get sunburned, they have to carry heavy things, they work on/near dangerous machines, there are tractors, they have no place to go to the bathroom.

Tell the students that today we are going to watch a video about what life was like in the 1960s on farms in California and across the country. As we watch, I want you to be thinking about all of the different ways that the farm workers protested. Next class, we will debate which types of these protests worked best or was most effective.

B. DEVELOPMENT (30 minutes)

3. Watch the Viva La Causa Video

Show the students a long clip that tells the story of César Chavéz, Dolores Huerta, and the National Farm Workers Association (Lesson5-28Video1). Stop the video to explain any concepts that may be difficult for students or need emphasis.

C. CLOSING (5 minutes)

4. Debrief from the Viva La Causa Video

After watching the video, ask the students, “What surprised you about the video?” Next, ask the students, “What ways did the farmworkers protest how they were treated?” Write the students answers on the board or chart paper. Save these notes for next class. Anticipated responses may include: strikes, boycotts, protests/rallies, hunger

strikes, marches/walking far distances, talk to people outside supermarkets. Tell students that next class, we will debate what method worked best or was most effective.

DAY 2

PREPARATION

5. Set Up Carousel Activity

Around the room, post sources about the protests used by César Chávez, Dolores Huerta, and the National Farm Workers Association: Work Strikes and Picket Lines (WORKSHEET 5-28.B), Marches and Boycotts (WORKSHEET 5-28.C), Hunger Strikes (WORKSHEET 5-28.D), Boycotts (WORKSHEET 5-28.E).

A. OPENER (10 minutes)

6. Review from the Last Class

Have students review what was in the Viva La Causa video from last class. Display the notes that you took from last class.

B. DEVELOPMENT (20 minutes)

7. Engage in a Carousel Activity on the Farmworkers' Protests

Give each student a clipboard with lined paper on it. Ask students to go to each of the four stations: Work Strikes and Picket Lines (WORKSHEET 5-28.B), Marches and Boycotts (WORKSHEET 5-28.C), Hunger Strikes (WORKSHEET 5-28.D), Boycotts (WORKSHEET 5-28.E).

At each station, the students should write the source name and take notes on each. Tell students that they should be thinking about how each type of protest helped the farmworkers let everyone know about how they were treated. How might this make people think about how the farmworkers are treated? How might this make people who do not work on farms support the farmworkers?

Once students have gone to each of the four stations, they should return to their seats. Put students in small groups. Include copies of the sources at each table/desks. Have students look at their notes and choose the one protest method that they think worked best or was most effective. Have each group share with the class and explain the reasons why they chose that protest method.

C. CLOSING (15 minutes)

8. Write Up Argument on the Farmworkers' Protests

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-28.F), where they write their own personal response to the lesson's Inquiry Question: "Which type of protest used by Chávez and Huerta was most effective?" Tell students to cite at least three pieces of evidence from the sources.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-28.F

What to look for?

The student should take a stance on the protest method that they think worked best or was most effective.

Some information that students may include in their answer to the question:

Work Strikes and Picket Lines

- Stops farm owners from making money
- Stops other workers from doing work
- Tries to decrease the number of crops that can be picked
- Tries to decrease the amount of money farm owners make

Marches and Rallies

- Gets hundreds or thousands of people to walk far distances or gather for speeches and songs
- Tries to get the media's (newspapers, radio, television) attention
- People from far away learn about the protest

Hunger Strikes

- Gets people's attention, because someone is not eating (which is dangerous)
- Tries to get the media's (newspapers, radio, television) attention
- People from far away learn about the protest

Boycotts

- Stops people from buying grapes
- Tries to decrease the number of crops that can be picked
- Tries to decrease the amount of money farm owners make

Images



Source 1: Work Strikes and Picket Lines

One of the protest methods that the National Farm Workers Association used were picket lines and work strikes, known as “huelga” (wel-ga) in Spanish. Work strikes are when worker refuse to do their job until their issues are improved or corrected. Striking workers would also form picket lines outside of the farms and ask other farmworkers to not cross them and go to work. This would often shut down farms, because they did not have enough work. Farm owners could not make money without workers (their crops will rot on the vines) and may fix the issues so that they can keep their farm workers harvesting (picking crops). Sometimes striking workers were fired and they no longer made money. This would make it really difficult for their families.

Source 2: Marches and Rallies



One of the protest methods that the National Farm Workers Association used were marches and rallies. These are actions to get the attention of passing by people and the media (like newspapers, radio, and television). In marches, they would gather hundreds and sometimes thousands of people to walk long distances. Their longest march was 300 miles from Delano to Sacramento (about the distance of Boston to Philadelphia). In rallies, they would gather hundred and sometimes thousands of people to listen to speeches and songs. They would often chant "Sí, se puede" (Spanish for "Yes, we can"). They would invite famous people, like Senator Robert F. Kennedy (President John F. Kennedy's brother). The media would cover these events and people from around the country and world would hear about them. It showed that many people supported them.

Source 3: Hunger Strikes



One of the protest methods that the National Farm Workers Association used were hunger strikes. A hunger strike is when a person refuses to eat. It can be very dangerous because you need to eat regularly or you could become very sick or die. César Chávez respected the famous Indian independence leader Mahatma Gandhi, who went on 17 hunger strikes (the longest one was 21 days). Alice Paul, who wanted women to have the right to vote, was jailed and did a hunger strike in prison until they forced her to eat. So, César Chávez decided to do a hunger strike too and it lasted for 25 days. He lost 35 pounds. He could barely walk. It convinced several important politicians to come to California and meet with him about the farmworker's conditions.

Source 4: Boycotts



One of the protest methods that the National Farm Workers Association used were boycotts. A boycott is when you get people to not buy a product until they change something related to it. In 1965, the farmworkers started a boycott of grapes that lasted off and on for over several years. At first, it was a local boycott in places like San Francisco and Los Angeles. Later, they traveled around the country, to places like New York, Boston, Philadelphia, Chicago, New Orleans, asking people to not buy California grapes or shop at stores that carry California grapes. In the end, about 17 million people stopped buying grapes and it cost farm owners over \$25 million. This caused one farm owner to change its policies and they sold many grapes. Many say the boycott made the owners want to speak with César Chávez about the workers.

LESSON PLAN 5-29: The Other Civil Rights Movements: Women’s Rights, Indigenous Rights, Latino Rights, and Asian American Rights

MATERIALS

Lined paper (not supplied)
Zoom In Inquiry Activity (WORKSHEET 5-29.A)
Source 1: Women’s Liberation Movement (WORKSHEET 5-29.B)
Source 2: American Indian Movement (WORKSHEET 5-29.C)
Source 3: Chicano Student Movement (WORKSHEET 5-29.D)
Source 4: Justice for Vincent Chin Movement (WORKSHEET 5-29.E)
The Other Civil Rights Movements: Digital Slideshow Instructions (WORKSHEET 5-29.F)
The Other Civil Rights Movements: Exit Ticket (ASSESSMENT 5-29.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.X: [Will be included in the 2018 Revised History and Social Science Framework]

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *For your assigned civil rights group, what was their most important action?*

PREPARATION

1. Two-Day Lesson

This lesson spans over two days. Day 1 involves learning about the different civil rights movements and drafting slideshows. Day 2 includes presenting slideshows. You should choose whatever digital slideshow platform that you feel is best for your students and is available to your school (i.e. PowerPoint, Google Slides, Prezi).

2. Reference Books and Computer Access

Before the lesson, the teacher should prepare 2-3 reference websites (possibly with the help of a librarian) on different leaders and events related to these civil rights movements. Students will need computer access (lab or laptops) to create their digital slide shows and a computer projector for the presentations.

3. Post Definitions of Equality

Post the definitions of explorer and invader on the board or chart paper hidden from view. Equality: Getting the same rights and opportunities as others.

DAY 1

A. OPENER (10 minutes)

4. Zoom In Inquiry Activity

Put students in small groups. Give students the Zoom 1 image (WORKSHEET 5-29.A). Project the Zoom 1 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: a woman with a sign or flag, a parade, a walk or run.

Give students the Zoom 2 image (WORKSHEET 5-29.A). Project the Zoom 2 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: several women with signs, a parade, a walk or run, they have a sign that says “Women Demand Equality,” a protest.

Give students the Zoom 3 image (WORKSHEET 5-29.A). Project the Zoom 3 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from

what you see?”, “What clues do you see?” Anticipated responses may include: Anticipated responses may include: several women with signs, a parade, a walk or run, she has a sign that says “Women Demand Equality” and “I’m A Second Class Citizen,” a protest, it is in a big city or Washington, D.C..

Tell students that this is a picture from a protest march in Washington, D.C.. Ask the students, “What is a protest march?” Anticipated responses may include: people want to change something so they march in the streets, they close down streets, they make chants and sing songs while marching down the street, it is like a parade but about an issue.

Tell students that this is a march for women’s rights. Women did not have the same rights as men. They weren’t allowed to do the same jobs as men, they were paid less than men, and they were expected to stop working with they had children. Ask students, “What do you think that sign saying “I’m A Second Class Citizen” means? After students have taken guesses, explain that her sign is saying that it is not fair that women do not have the same rights as men, so it is like they are not “first class” citizens, but in the second class (which is usually the back part of a plane or bus).

The women in this march are asking for equality, which it says on their sign. Reveal the definition for equality as, “Getting the same rights and opportunities as others.” Tell students that today we will be looking at four different movements or groups of people who wanted equality. You will be assigned a different group and have to give a presentation to the class on how they fought for equality.

B. DEVELOPMENT (15 minutes)

5. Examine Sources About the Civil Rights Movements

Put students into four groups. Assign each group a movement: women, Indigenous people, Latinos, and Asian Americans. Give them the corresponding source to their group: Women’s Liberation Movement (WORKSHEET 5-29.B), American Indian Movement (WORKSHEET 5-29.C), Chicano Student Movement (WORKSHEET 5-29.D), Justice for Vincent Chin Movement (WORKSHEET 5-29.E). Have students take turns reading aloud (using choral, partner, or independent reading) the sources to the whole class.

6. Plan Slideshows for the Civil Rights Movements

Tell students that this is a two-day lesson. Today, we will be doing research on our assigned movements and creating a slideshow. Next class, each group will present on their movements using a digital slideshow. Students will use their presentations to share their peers about the different arguments and methods each group used to protest for equality.

In their small groups, have the students read their specific source again. As the student reads, tell the other group members to underline or highlight any important information. Pass out reference books and/or give students access to computers. Read to students the directions on the sheet called The Other Civil Rights Movements: Digital Slideshow Instructions (WORKSHEET 5-29.F).

Students should collect information about their empires based on the questions listed on The Other Civil Rights Movements: Digital Slideshow Instructions (WORKSHEET 5-29.F). Students should build their digital slideshows using a computer and the digital slideshow platform chosen by the teacher (i.e. PowerPoint, Google Slides, Prezi).

C. CLOSING (20 minutes)

7. Create Slideshows for the Civil Rights Movements

Students should create a digital slideshow for their civil rights movements based on the questions listed on The Other Civil Rights Movements: Digital Slideshow Instructions (WORKSHEET 5-29.F). It should include three sections on inequalities, protest methods, and main leaders as well as three images related to the civil rights movements.

DAY 2

A. OPENER (10 minutes)

8. Complete Slideshows for the Civil Rights Movements

Students should finish their slideshows discussing their civil rights movements to their peers based on the questions listed on The Other Civil Rights Movements: Digital Slideshow Instructions (WORKSHEET 5-29.G). It should include three sections on inequalities, protest methods, and main leaders as well as three images related to the civil rights movements. Have students practice giving their presentation at least once. Tell students that each group member should speak at least once during the presentation.

B. DEVELOPMENT (20 minutes)

9. Share Slideshows on Civil Rights Movements

Students will listen and take notes on lined paper on the various presentations. Write on the board: “2 reasons why this group didn’t have equality.” Pass out lined paper.

Each group member should stand up at the front of the room and help give the presentation. Each student should speak at least once.

NOTE: There may be students that have disabilities that prevent them from speaking in front of the class. Be mindful of this and find different ways that they can contribute to the presentation.

C. CLOSING (15 minutes)

10. Write Up Argument on the Civil Rights Movement

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-29.G), where they write their own personal response to the lesson’s Inquiry Question: “For your assigned civil rights movement, what was their most important action?” Tell students to cite at least three pieces of evidence from their notes on the presentation. They may speak with their presentation group members, if they need more information or did not write something down.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-29.G

What to look for?

The students should take a stance on the most important action taken by their civil rights movement. All arguments should cite at least 3 pieces of evidence from the sources or their independent research.

Students answers will vary based on which points they chose.

Zoom In Inquiry Activity



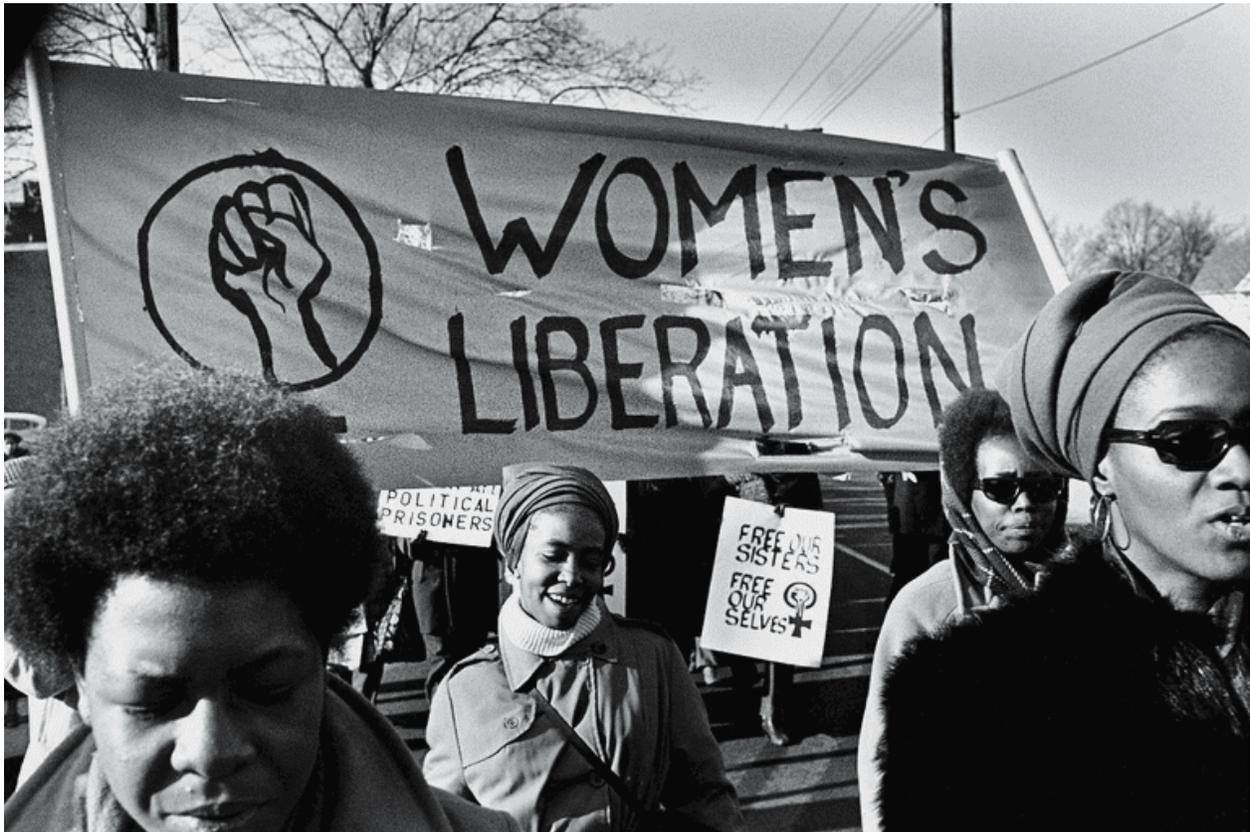
Zoom 1



Zoom 2



Zoom 3

Source 1: Women's Liberation Movement**Inequalities:**

In the 1960s, women did not have the same rights as men. Women were paid only 61 cents to every dollar that men made (today, they still only make 78 cents to every dollar that men make). They often were fired from their jobs if they became pregnant or were married. Men would often not help with raising kids at home and women did most of the cooking and cleaning for their families. Women could not attend the best colleges, like Harvard University, or serve on a jury in court. Men would often comment on women's looks and could fire them if they thought they were getting too old. The law essentially allowed men to make decisions and be seen as owning their wives.

Protest Methods:

Using many of the ideas from the Civil Rights Movement, the Women's Liberation Movement did protests, sit-ins, and marches to raise awareness of how women were being treated. They wrote books that spread the word that it is wrong how women were not treated as equals. Some of their most important leaders included Betty Friedan and Gloria Steinem. One of the most famous protests was at the Miss American Pageant in 1968. The Women's Liberation Movement held signs outside saying "Do Not Judge Women by Their Looks, but By Their Brains" and "All Women Are Beautiful, No Need for a Contest!" They even dressed a sheep up with a Miss America pageant banner.



Source 2: American Indian Movement



Inequalities:

In the 1960s, Indigenous people did not have the same rights as White people. Many Indigenous people were forced by the government to live on Indian Reservations in the 1800s and they did not have the same chances to have good work, schools, colleges, or other resources. The government chose who would run the Indian Reservations and they were often corrupt, giving jobs and money to their friends. The U.S. government made many treaties or agreements with the Indigenous people over the years and they were no longer following them.

Protest Methods:

Using many of the ideas from the Civil Rights Movement, the American Indian Movement did protests and marches to raise awareness of how Indigenous people were being treated. Some of their most important leaders included Dennis Banks and Russell Means. Two of their most famous protests were

occupations (take over) of Alcatraz (last page, left) and Wounded Knee, South Dakota (last page, right). Alcatraz was a closed prison in San Francisco. In 1969, a group of 89 Indigenous protesters took a boat to it and occupied it for 19 months until they were arrested. In 1973, a group of about 200 Indigenous protesters took over the small town of Wounded Knee, South Dakota. It was the location of a massacre (killing) by the U.S. government of Native people in 1890. It lasted 71 days until the U.S. government arrested the protesters. In 1978, a group of thousands of Indigenous protesters and others participated in the Longest Walk, which was a 3,200-mile march from Alcatraz in San Francisco to Washington, D.C. to rally for laws to change the Indian Reservations and give Indian Nations more rights (below).



Source 3: Chicano Student Movement



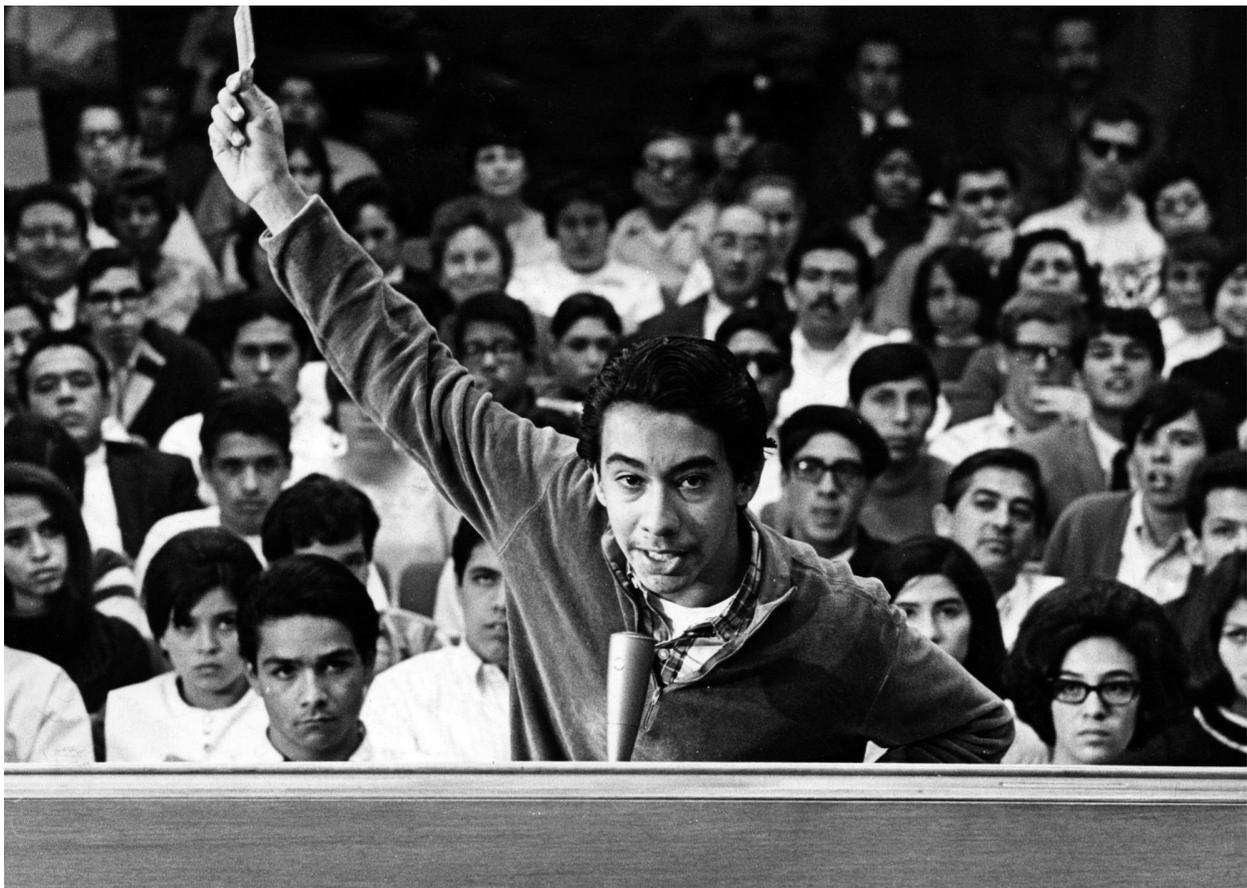
Inequalities:

In the 1960s, Mexican American people, also called Chicanos (a word once used to mean refer to Mexican Americans, but then used to mean pride), did not have the same rights as White people. Mexican Americans were often paid less for the same amount of work, were being drafted into the military at a higher rate than Whites and were not allowed to attend the same schools and colleges or go to the same restaurants and businesses as Whites. Chicano students did not learn about their people's history in school.

Protest Methods:

Using many of the ideas from the Civil Rights Movement, the Chicano Student Movement did protests and marches to raise

awareness of how Mexican American people were being treated. Some of their most important leaders included Rosalio Muñoz and Rodolfo “Corky” Gonzales. Their most famous protests were the Los Angeles Student Walk Outs (picture last page). They started on March 5, 1968 and lasted several weeks. Over that time over 22,000 students walked out of their schools to protest not learning about Mexican American history, little support from teachers, classes with too many students, poor treatment of teenage Latinos by police, and wanting to stop the Vietnam War. They also gave speeches and attended school committee and city council meetings in large numbers.



Source 4: Justice for Vincent Chin Movement**Inequalities:**

In the 1960s, Asian American people did not have the same rights as White people. Asian Americans were often paid less for the same amount of work and were not allowed to attend the same schools and colleges or go to the same restaurants and businesses as Whites. A group of Asian American college students in Berkeley, California united with African American, Latino, and Indigenous students into a group called the Third World Liberation Front (a reference to not being from Europe). A decade later, Japanese cars were becoming more popular in the United States and many auto companies, workers, and politicians were blaming Japan for fewer U.S. cars being bought and less jobs. On June 19, 1982, Vincent Chin, a Chinese American living in the Detroit, Michigan area, was celebrating before his wedding

with friends. Two unemployed auto workers, mistaking Vincent for being Japanese and blaming Japan for their lack of work, started yelling at him, “It’s because of you that we are out of work!” Later that evening would find Vincent Chin and kill him. In their trials, they received no jail time and only fines.

Protest Methods:

Using many of the ideas from the Civil Rights Movement, the Justice for Vincent Chin Movement did protests and marches to raise awareness of how Asian American people were being treated. They held memorials to remember Vincent Chin. Some of their most important leaders included Lily Chin (Vincent’s mother) and lawyer Liza Chan. Justice for Vincent Chin marches attracted thousands of people in San Francisco, Los Angeles, and elsewhere. Many people wrote to politicians asking them to change laws related to hate crimes. This led to Asian Americans forming organizations to fight for Asian American rights.



The Other Civil Rights Movements: Digital Slideshow Instructions

Today, we will be making presentations for our assigned civil rights movements. You will need to answer the following questions using digital slideshows.

Your digital slideshow should include at least 3 images:

These images should be related to the below sections.

Your slideshow should include 3 sections (with at least one slide per section):

Section 1: Inequalities

How was your group not treated the same as other Americans? What specific rights did they want that other Americans had (equality)?

Section 2: Protest Methods

What types of protests did they use to let other groups know they were not treated equality and solutions to their problems?

Section 3: Main Leaders

While all these movements were made up of many people working together, who were some of the main leaders?

LESSON PLAN 5-30: The Boston Busing Crisis

MATERIALS

Boston Busing Video (Lesson5-30Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]
Lined paper (no supplied)
Timeline: Boston Busing Crisis (WORKSHEET 5-30.A)
Solution 1: Neighborhood Busing Plan (WORKSHEET 5-30.B)
Solution 2: Regional Busing Plan (WORKSHEET 5-30.C)
Solution 3: School Choice (WORKSHEET 5-30.D)
Solution 4: Changes in Housing (WORKSHEET 5-30.E)
The Boston Busing Crisis: Exit Ticket (ASSESSMENT 5-30.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.X: [Will be included in the 2018 Revised History and Social Science Framework]

Common Core: Literacy

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROCEDURES

Inquiry Question: *What was the best plan for racially integrating Boston's schools?*

PREPARATION

1. Extended Lesson

NOTE: Due to the sensitive nature of the topic and the need to explain and answer students' questions, this lesson plans is 15 minutes longer than normal (60 minutes total). Teachers may even consider dividing this lesson over two days. You should plan the block time accordingly.

A. OPENER (20 minutes)

2. Watch the Boston Busing Crisis Video

Show the students a long clip that tells the story of the Boston Busing Crisis (Lesson5-30Video1). Stop the video to explain any concepts that may be difficult for students or need emphasis.

3. Debrief from the Boston Busing Crisis Video

After watching the video, ask the students, "How does learning about this part of our city's history make you feel?" "Do you think things are better today? Why or why not?" Allow students time to process the video. Next, ask the students, "How did the Black parents work to make the schools better for their children? Why do you think the White parents reacted in the way that they did?" Write the students answers on the board or chart paper. Anticipated responses may include: Black families protested, sued/used the courts, supported each other during busing. The White families protested, stayed home from school/boycotted, moved to private schools or the suburbs, said and did really mean things (threw rocks at buses, used hate words).

B. DEVELOPMENT (30 minutes)

4. Prepare for the Problem Solving Around Boston's Segregated Schools

Have students read aloud (using choral, partner, or independent reading) to the class the timeline of Boston desegregation (WORKSHEET 5-30.A), which reviews some of the major events (many from the introduction video).

Tell students that they are going to look at some of the possible solutions that were considered at the time for desegregating Boston schools. They will have to choose the option that they think would be best idea. The problem is that all of the solutions have both good or pro and bad or con things about them. Put students into 4-5 small groups. In their small groups, have students take turns reading aloud (using choral, partner, or independent reading) different possible plans that could be used to desegregate the Boston Public Schools: Solution 1: Neighborhood Busing Plan (WORKSHEET 5-30.B), Solution 2: Regional Busing Plan (WORKSHEET 5-30.C), Solution 3: School Choice (WORKSHEET 5-30.D), Solution 4: Changes in Housing (WORKSHEET 5-30.E). As the

student reads, tell the other group members to underline or highlight any important information.

5. Engage in Problem Solving Around Boston’s Segregated Schools

Working together, each group should discuss each of the solutions for making Boston’s schools less segregated. Give each group a piece of lined paper. Tell the students to choose a scribe. Scribe, your job is to make a list of pros and cons for each solution. After discussing each of the four possible solutions, each group should discuss the solution they think is the best option. Tell students that need to come to a consensus, meaning that everyone agrees. To do this, they will have to convince the other students in their group. Also, tell the students at the end of their group discussion, each person will write up what their decision would be. For now, they should choose the solution that they all can agree on. This is how it was in 1974 also. Not everyone agreed on what to do. In the end, they had to choose the solution that had the most support among the leaders at the time.

6. Have Students Share Their Decisions Related to Boston’s Segregated Schools

Have students share their chosen solutions with the class and explain why they chose that solution. Draw comparisons and differences between the different solutions chosen.

C. CLOSING (10 minutes)

7. Write Up Argument on Desegregation in Boston

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 5-30.F), where they write their own personal response to the lesson’s Inquiry Question: “What was the best plan for racially integrating Boston’s schools?” Tell students to cite at least three pieces of evidence from the sources.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 5-30.F

What to look for?

The student should take a stance on the desegregation method that they think would have worked the best or been most effective.

Some information that students may include in their answer to the question:

Solution 1: Neighborhood Busing Plan

Pros:

- Fastest way to desegregate the Boston schools.
- Over one summer, change schools that are racially segregated.
- It is also one of the cheapest solutions. It only requires that bus routes are changed and made longer.

Cons:

- It is very unpopular with most White and Black parents.
- White and Black parents worry about their children being sent to other neighborhoods where people will not welcome them or there could be violence.

Solution 2: Regional Busing Plan

Pros:

- This plan does not force students to attend certain schools.
- Black students can attend better schools.

Cons:

- It would not desegregate mostly White schools in Boston.
- Children would be on long bus rides (sometimes for hours) every day, which is not good for them.
- It is very unpopular with people who live in these suburban communities because they want their schools to be only for their children.

Solution 3: School Choice

Pros:

- It allows complete choice (no forced busing).
- It has parents' voluntary choose to desegregate.

Cons:

- It relies on people choosing schools in an area where most people are from a different race.
- Many people may still choose schools near their homes where people look like them.

Solution 4: Changes in Housing

Pros:

- It would be the only way to ensure not only the schools, but also the city, became racially integrated for the long term.

Cons:

- It would take years, if not decades, to work.
- It would be very expensive.
- People may not welcome their new neighbors from different races.

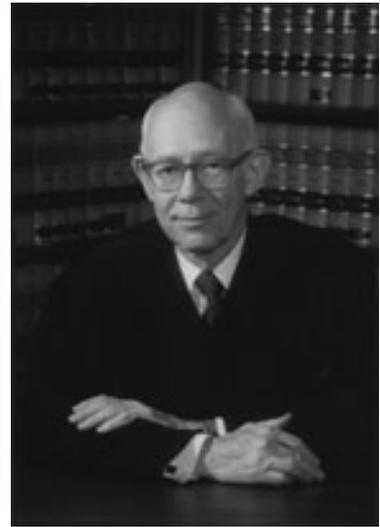
Timeline: Boston Busing Crisis

1850: Benjamin Roberts, who was African American, tried to enroll his daughter Sarah in an all-White school in Boston and was not allowed. He sued the schools. The case went to the Massachusetts Supreme Judicial Court and they ruled against him and his daughter. This case pushed the Massachusetts legislature to pass a law banning segregated schools. It was the first anti-school segregation law in the United States.

1954: Oliver Brown, who was African American, tried to enroll his daughter Linda in an all-White school in Topeka, Kansas and was not allowed. He sued the schools. The case went to the U.S. Supreme Court and they ruled for him and his daughter. This made it illegal for a school to segregate (separate) students based on their race.



1965: Martin Luther King leads a march from Roxbury to Boston Common and rally of 22,000 people to integrated the schools in Boston (above). There is little change in the city.



1972: The Boston NAACP helped 14 parents and 44 children sue the Boston School Committee (above left) for violating Black students' civil rights by purposely allowing segregation.

June 21, 1974: U.S. Judge W. Arthur Garrity (above right) ruled that the parents and students' civil rights have been violated. He orders that Boston schools with more than 50% White students must have more Black students go to school there.

Summer 1974: The Massachusetts Board of Education develops a desegregation plan that would bus Black students to White neighborhoods and White students to Black neighborhoods. This included 18,000 students in mostly Black neighborhoods like Roxbury, the South End, and Mattapan, and mostly White neighborhoods like South Boston, Charlestown, and West Roxbury. Some schools in Dorchester, which was racially diverse, but segregated, were also involved in busing.

July 1974: Restore Our Alienated Rights (ROAR) is formed by anti-busing leaders and City Councilwoman Louise Day Hicks.



September 12, 1974: The first day of school. The majority of White students stayed home that day. Only 100 of the 1,300 South Boston High students came to school. 300 South Boston residents protested out in front of the high school that day and for many days afterward. Protesters throw rocks as buses leaving South Boston High and elsewhere in the city.





September-October, 1974: Violence breaks out across the city. There were 148 arrests and 129 injuries related to the busing issue.

October 9, 1974: A White mob attacks Jean-Louis Andre Yvon, a Haitian American, who was driving his car through South Boston to pick up his wife. Later that day, U.S. President Gerald Ford says that he is against forced busing in a speech on television.

December 11, 1974: After six days of continuous student fighting at South Boston High, Michael Faith, a White student, is stabbed by James White, a Black student. This causes a mob to form outside South Boston High and 125 Black students are trapped inside. The police sneak the students out the back door while decoy buses are driven to the front door.

May 1975: Many White parents take their students out of the Boston Public Schools and enroll them in private schools and move them to mostly White schools in the suburbs.



April 5, 1976: Black lawyer Theodore Landsmark is attacked on the steps of City Hall by a White mob protesting busing (above). The man holding Landsmark's arms is anti-busing activist Jim Kelly, who is actually trying to help Landsmark to his feet.

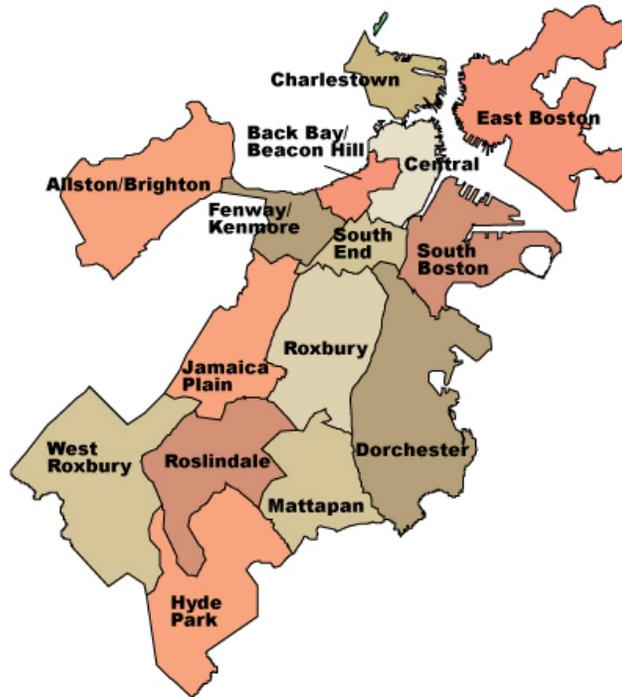
April 23, 1976: There is a march of about 50,000 people against racial violence from Boston City Hall to the Massachusetts State House.

November 1977: John O'Bryant is elected to the Boston School Committee. O'Bryant is the first Black Boston School Committee member since 1895.

Here is a link to a complete timeline of the events:

<http://learninglab.legacy.wbur.org/2014/09/05/boston-school-desegregation-and-busing-a-timeline-of-events/>

Solution 1: Neighborhood Busing Plan



Overview: This plan would bus Black students to schools in mostly White neighborhoods and White students to schools in mostly Black neighborhoods. This plan was chosen by Judge Garrity.

Pros: This is the fastest way to desegregate the Boston schools. It would take one summer change schools that are racially segregated. It is also one of the cheapest solutions. It only requires that bus routes are changed and made longer.

Cons: It is very unpopular with most White and Black parents. They worry about their children being sent to other neighborhoods where people will not welcome them or there could be violence.

Solution 3: School Choice



Overview: This plan would allow students to choose schools from three large zones that include mostly White and Black neighborhoods. It would make sure there is racial balance at each school. It would make magnet schools (like a school where you learn Spanish or where you take many courses in art and music) to encourage students to choose certain schools. This was a plan chosen to desegregate schools in Boston in the 1990s.

Pros: It allows complete choice (no forced busing). People voluntarily choose to desegregate.

Cons: It relies on people choosing schools in an area where most people are from a different race and many people may still choose schools near their homes where people look like them.

Solution 4: Changes in Housing



Overview: This plan would not do anything to the schools, but instead make sure that new renters and buyers of houses in the neighborhoods were racially diverse. The reason Boston's neighborhoods are segregated is because for a long time Black people were not sold houses or given apartments in certain neighborhoods. For instance, apartments in Dorchester's Columbia Point Housing Project (above) were given to mostly Black residents. Other housing projects had mostly White residents.

Pros: It would be the only way to ensure not only the schools, but also the city, became racially integrated for the long term.

Cons: It would take years, if not decades, to work. It would be very expensive. People may not welcome their new neighbors from different races.

ADDITIONAL RESOURCES

Below is a list of lesson plan and unit resources from other organizations, which in conjunction with Understanding Our World, may help teachers develop a content-rich elementary social studies curriculum.

Boston Public Schools: History and Social Studies Department

K-12 Curriculum Resources

<https://sites.google.com/a/bostonpublicschools.org/history/curriculum-documents/>

Massachusetts Department of Elementary and Secondary Education

Model Curriculum Units (Elementary-Level; Social Studies)

http://www.doe.mass.edu/candi/model/download_form.aspx

C3 Teachers

Inquiries

<http://www.c3teachers.org/>

New York State Education Department

New York State K-12 Social Studies Resource Toolkit

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

Teaching Tolerance

Elementary Resources

<http://www.tolerance.org/activities>

Facing History and Ourselves

Educator Resources

<https://www.facinghistory.org/educator-resources>

Primary Source

Online Curriculum

<https://www.primarysource.org/for-teachers/online-curriculum>

Share My Lesson (American Federation of Teachers)

Educator Resources

<https://sharemylesson.com>

Better Lesson (National Education Association)

Educator Resources

<https://betterlesson.com>

ABOUT THE DEVELOPERS



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