

Understanding Our World

An Open-Source Literacy-Focused Social Studies Curriculum



INSTRUCTOR MANUAL **Level: Grade 5** Exploring the United States

Developed By
Christopher C. Martell and Jennifer R. Bryson
Boston University School of Education



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.

HOW TO USE THE CURRICULUM RESOURCES

This curriculum includes three separate resources. The Instructor Manual includes all of the lesson plans, including materials, standards, procedures, and evaluation instructions. The Student Workbook includes all of the student handouts and other materials that teachers need to print for the various activities. The Student Sourcebook includes all of the documents that students are expected to use during the various inquiry activities, which teachers need to print for the various activities.

We encourage teachers or principals to have the materials in the Student Sourcebook color-printed into bound packets, so they can be used in multiple classrooms or over multiple years. If students are using a bounded sourcebook, avoid having them highlight/underline as some lesson instructions suggest.

In this Instructor Manual, each title listed in the Table of Contents is a hyperlink to that specific lesson. This will help you quickly locate each lesson plan.

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 of one's country means a love for one's fellow citizens, for the principles of justice and democracy, and when it violated 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	Content	Thinking Skills
1. Indigenous People and European Explorers	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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	<ul style="list-style-type: none">The 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.	<ul style="list-style-type: none">Identify the founding principles that were based on equity and inequity.Identify the three branches of government and the rights guaranteed in the Bill of Rights.Compare past and present American
3. Expansion and Division	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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, American Indians, Latinos, 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 equality and equity.
- 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 CHILDREN'S LITERATURE

These lessons can be supported with accurate and rich social studies texts within the language arts classroom. Below is a partial list of picture books and chapter books (with topics in parentheses) that we recommend accompany this curriculum during students' language arts time or in a class library.

Since social studies sometimes involves difficult topics, teachers should always preview texts for their classroom to make sure they are appropriate for their students.

1607: A New Look at Jamestown (Jamestown)

By Karen Lange

Amistad: A Long Road to Freedom: A Thirst for Freedom (Slavery)

By Walter Dean Myers

Baseball Saved Us (Japanese Internment)

By Ken Mochizuki

Busing Brewster (Desegregation and Busing)

By Richard Michelson and R.G. Roth

Day of Tears (Slavery) [Chapter Book]

By Julius Lester

Death of the Iron Horse (Westward Expansion)

By Robert Goble

Dolores Huerta: A Hero to Migrant Workers (United Farm Workers)

By Sarah Warren and Robert Casilla

The Dragon's Child: A Story of Angel Island (Immigration) [Chapter Book]

By Laurence Yep and Kathleen S. Yep

Frederick Douglass: The Last Day of Slavery (Slavery)

By William Miller and Cedric Lucas

Freedom on the Menu: The Greensboro Sit-Ins (Civil Rights)

By Carole Boston Weatherford and Jerome Lagarrigue

George vs. George: The American Revolution As Seen from Both Sides (American Revolution)

By Rosalyn Schanzer

A History of US (Various Topics) [Chapter Book]

By Joy Hakim

Hope's Gift (Civil War)

By Kelly Starling Lyons and Don Tate

If You Lived When Women Won Their Rights (Civil Rights)

By Anne Kamma and Pamela Johnson

I Have a Dream

By Martin Luther King and Kadir Nelson

In America's Shadow (Japanese Internment)

By Kimberly Komatsu and Kaleigh Komatsu

Malcolm Little: The Boy Who Grew Up to Become Malcolm X (Civil Rights)

By Ilyasah Shabazz and AG Ford

Penguin's "What Was?" History Series (Various Topics)

Penguin's "The Who Is/Was?" Biography Series (Various Topics)

A Place Where Sunflowers Grow (Japanese Internment)

By Amy Lee-Tai and Felicia Hoshino

The Road to Freedom: A Story of the Reconstruction (Reconstruction) [Chapter Book]

By Jabari Asim

Rosa (Civil Rights)

By Nikki Giovanni and Bryan Collier

Ruth and the Green (Civil Rights)

By Calvin Alexander Ramsey and Gwen Strauss

Shh! We're Writing the Constitution (Constitution)

By Jean Fritz and Tomie dePaola

Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation (Civil Rights)

By Duncan Tonatiuh

Through My Eyes (Civil Rights) [Chapter Books]

By Ruby Bridges

A Young People's History of the United States (Various Topics) [Chapter Book]

By Howard Zinn

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?

GRADE 5 PRE-TEST: ANSWERS

At the beginning of the Understanding Our World Curriculum Grade 5, it is recommended that teachers administer the Grade 5 Pre-Test, which is located after the Grade 5 Roadmap in the Student Workbook. The Grade 5 Pre-Test is a 10-question assessment of the main concepts that should have been learned in previous years (questions 1-5) and new concepts that are included in this curriculum (questions 6-10). This assessment will give an indication of the students' prior social studies knowledge, but also of supporting lessons that could be added before or during use of this curriculum.

Below are the answers to the pre-test. NOTE: Teachers should save a copy of the students' pre-tests, so their answers can be compared to the post-test administered at the end of the year.

After each answer, there are recommendations for additional lessons that might be included before or during use of this curriculum to help support students. There are additional resources listed (with web links) at the end of this instructor manual that include lessons on the recommended topics that are not included in this curriculum.

Question 1. What was the American Revolution?

Answer 1. An idea that the people in America/American colonies should not be part of England/Britain or a war for independence of the American colonies from England/Britain.

Recommendation: This is a Grade 3 standard. If less than 50% of students answered this question correctly, consider adding a lesson on the American Revolution.

Question 2. What are rights?

Answer 2. Something that is given to all people or may list specific rights, such as free speech, press, protest, right to a trial, right to vote.

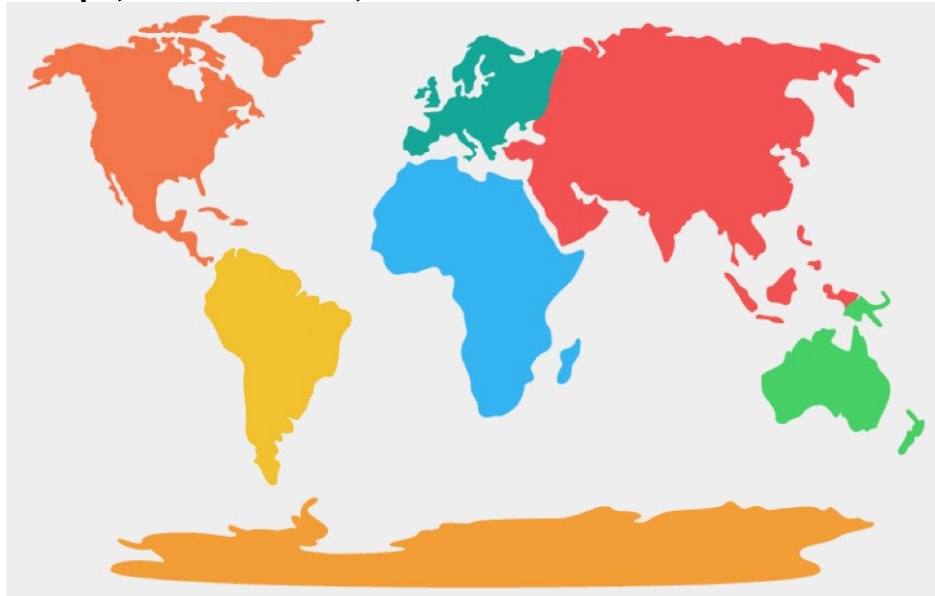
Recommendation: This is a Grade 3 standard. If more than 50% of students answered this question correctly, consider adding a lesson on rights around the world in the past and/or present.

Question 3. What is a movement?

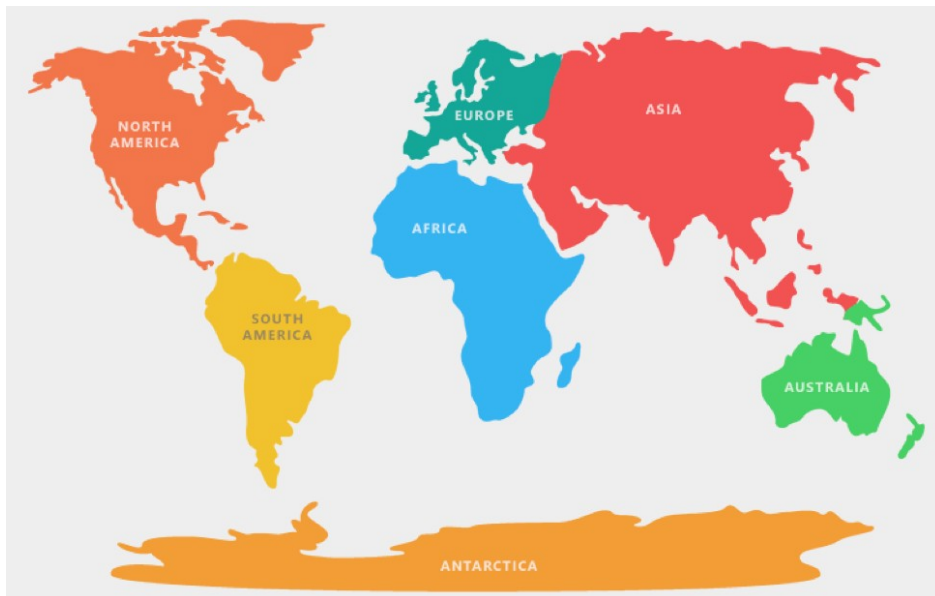
Answer 3. When a group of people join together to make a change to the world or get people to think about new ideas.

Recommendation: This is a Grade 3 standard. If less than 50% of students answered this question correctly, consider adding a lesson on different movements in history.

Question 4. Label each continent on the picture below: Antarctica, Africa, Asia, Australia, Europe, North America, South America.

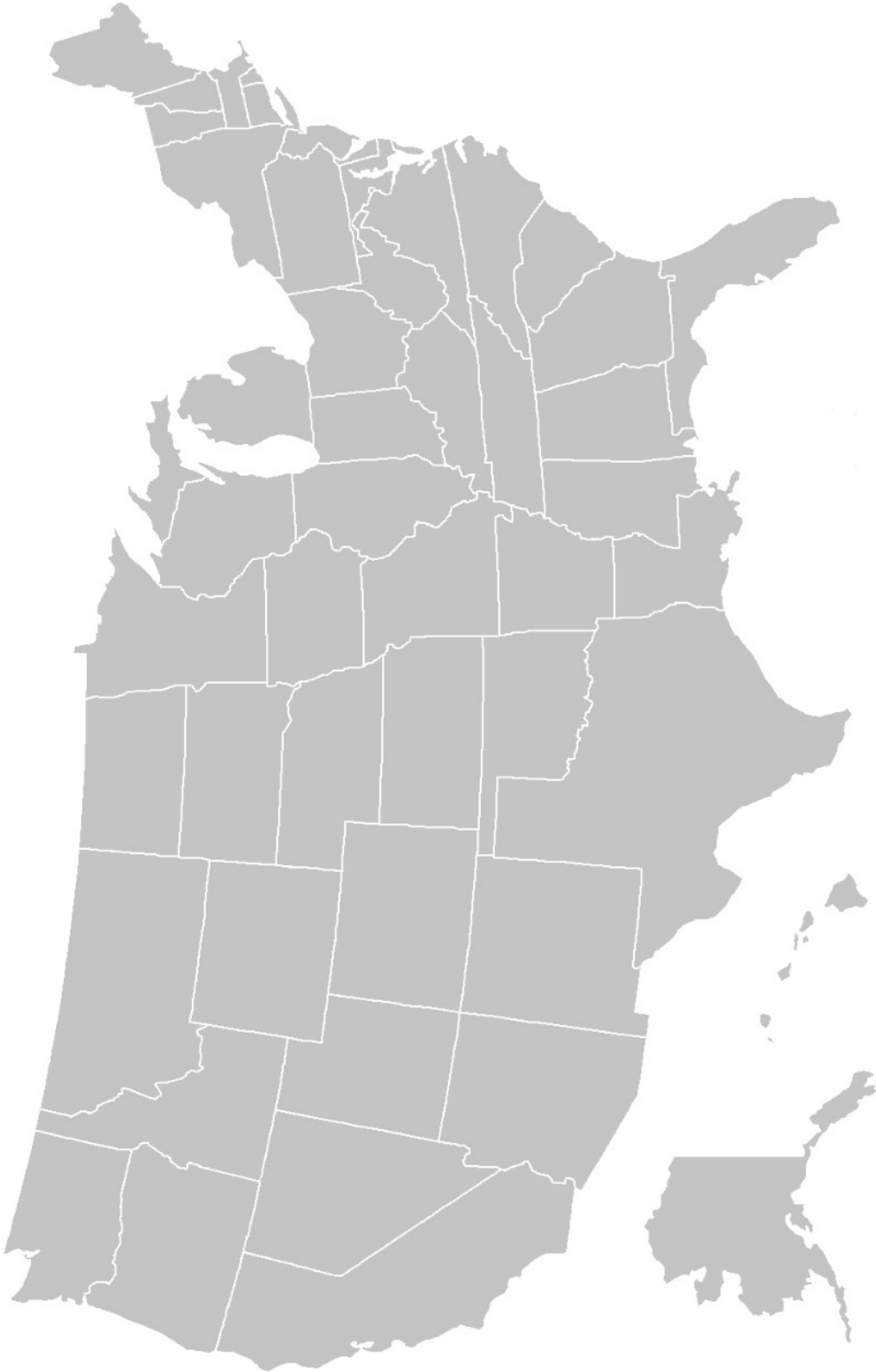


Answer 4.

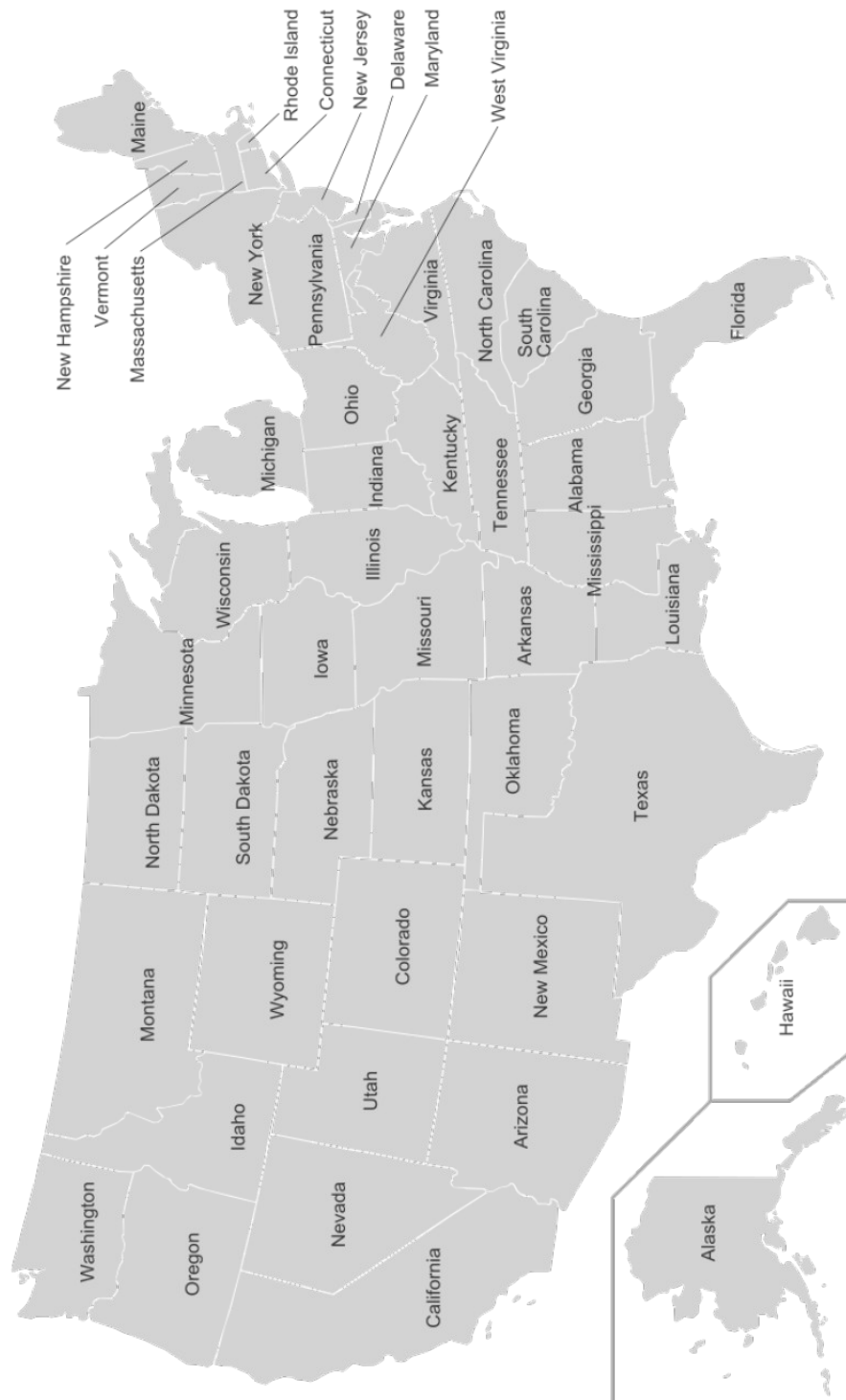


Recommendation: This is a Grade 1 standard. If less than 50% of students answered this question correctly, consider adding a lesson on identifying the continents.

Question 5. Label as many states as you can on the picture below.



Answer 5.



Recommendation: This is a Grade 4 standard. If less than 50% of students answered this question correctly (are able to identify 20 or more states), consider adding a lesson on identifying the states.

Question 6. What was the relationship between the European and Indigenous people like in the Americas?

Answer 6. Answers may vary, but could include: Some Europeans got along with the Indigenous (Native) people and others did not. Europeans took Indigenous people's land. Europeans attacked Indigenous people. Indigenous people attacked European people. Europeans did not keep to their agreements/treaties. Europeans forced Indigenous people onto reservations.

Recommendation: *This is a new concept in the Grade 5 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on the relationship between Europeans and Indigenous people and the European's treatment of Indigenous people.*

Question 7. Name as many rights found in the Bill of Rights as you can.

Answer 7. Answers may vary, but could include: freedom of speech, press, assembly (protest), petition, religion, right to a trial, judge, or jury, right to bear arms/have a gun, right to not have property searched or taken by the government, right to vote (added after Bill of Rights, but acceptable answer).

Recommendation: *This is a new concept in the Grade 5 standards. If more than 50% of students answered this question correctly (could identify at least 3 rights), consider adding additional lessons on the Bill of Rights.*

Question 8. Name the three branches of government.

Answer 8. Legislative (Congress), Executive (President and Cabinet), Judicial (Supreme Court and lower courts)

Recommendation: *This is a new concept in the Grade 5 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on the branches of government.*

Question 9. Name as many causes of the Civil War as you can.

Answer 9. Slavery (Northern states had fewer slaves/Southern states had more slaves), business (Northern states had more factories/Southern states had less factories-had many plantations for cotton and other crops), keeping the union together (an anti-slavery candidate Abraham Lincoln was elected president, said he would not let states leave the union).

Recommendation: *This is a new concept in the Grade 5 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on the Civil War.*

Question 10. What are civil rights?

Answer 10. Are rights that say all people of different races, genders, ages, sexual orientations, must be treated equally. One group of people should not have more rights than another group.

Recommendation: *This is a new concept in the Grade 5 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on civil rights.*

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 (SOURCEBOOK 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 reasons the Standing Rock Sioux Tribe and other Indigenous groups were 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 affect 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

LESSON PLAN 5-2: Who Were the Vikings?

MATERIALS

The Vikings Video (Lesson5-2Video1) [Located in the UOW Video Library: www.christophercmartell.com/understandingourworld]
Images (SOURCEBOOK 5-2.A)
The Vikings: Sources (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

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

MATERIALS

World Globe (not supplied)
Teacher's Guide (MATERIALS 5-3.A)
Simulation Guide (SOURCEBOOK 5-3.B)
Explorers or Invaders?: Sources (SOURCEBOOK 5-3.C)
Explorers or Invaders?: Exit Ticket (ASSESSMENT 5-3.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.5.9: 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.B). 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 Teacher's Guide (labeled "For Teacher Only") (MATERIALS 5-3.A). 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

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 (SOURCEBOOK 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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.

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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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.

LESSON 5-6: 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 (SOURCEBOOK 5-6.A)
The British Colonies: Sources (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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.

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 (SOURCEBOOK 5-7.A)
Transatlantic Slave Trade: Sources (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 Americas 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

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

MATERIALS

Folders (not supplied)
Images (SOURCEBOOK 5-8.A)
Boston Massacre: Trial Preparation and Note Sheet (WORKSHEET 5-8.B)
Boston Massacre: Sources (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 5-8.C) from last class.

Couple up the witness students. Tell witness students to practice reading their testimonies (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 5-8.C).

During this time, tell the jury that they should be looking over their notes and the Boston Massacre: Sources (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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.

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

MATERIALS

Road to Revolution: Image Sort (SOURCEBOOK 5-9.A)
Road to Revolution: Sources (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

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 (SOURCEBOOK 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 (SOURCEBOOK 5-9.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 (SOURCEBOOK 5-10.B) 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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.

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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

LESSON PLAN 5-12: Declaring Independence

MATERIALS

School Grievances (WORKSHEET 5-12.A)
Declaration of Independence: Sources (SOURCEBOOK 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, as 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 (SOURCEBOOK 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 School in Dorchester) 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

LESSON PLAN 5-13: Revolutionary War Journals

MATERIALS

Lined paper (not supplied)
White paper (not supplied)
Prince Hall (SOURCEBOOK 5-13.A)
Thayendanegea/Joseph Brant (SOURCEBOOK 5-13.B)
Deborah Sampson (SOURCEBOOK 5-13.C)
Titus Cornelius/Colonel Tye (SOURCEBOOK 5-13.D)
George Washington (SOURCEBOOK 5-13.E)
Benedict Arnold (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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)

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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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

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 (SOURCEBOOK 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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

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

MATERIALS

Image (SOURCEBOOK 5-16.A)
Mock Constitutional Convention Roles (SOURCEBOOK 5-16.B)
Constitutional Items (WORKSHEET 5-16.C)
Summary of the Constitution (SOURCEBOOK 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 as 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 5-16.B) sheet.

Next, pass out the Mock Constitutional Convention: Items (WORKSHEET 5-16.C-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.C-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.C-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.C-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.C-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 (SOURCEBOOK 5-16.D). 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."
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.

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 (SOURCEBOOK 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using

sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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.

LESSON PLAN 5-18: The Louisiana Purchase: Worth the Price?

MATERIALS

Louisiana Purchase Perspectives (SOURCEBOOK 5-18.A)
Source 1: Constitution Excerpt (SOURCEBOOK 5-18.B)
Source 2: Rufus King on the Louisiana Purchase (SOURCEBOOK 5-18.C)
Source 3: Alexander Hamilton on the Louisiana Purchase (SOURCEBOOK 5-18.D)
Source 4: James Madison on the Louisiana Purchase (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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) (SOURCEBOOK 5-18.B), Rufus King on the Louisiana Purchase (oppose) (SOURCEBOOK 5-18.C), Alexander Hamilton on the Louisiana Purchase (oppose) (SOURCEBOOK 5-18.D), James Madison on the Louisiana Purchase (support) (SOURCEBOOK 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 5-18.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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

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 (SOURCEBOOK 5-19.A)
Lewis and Clark Expedition Video Reflection Sheet (WORKSHEET 5-19.B)
Source 1: Lewis Diary (SOURCEBOOK 5-19.C)
Source 2: Clark Diary (SOURCEBOOK 5-19.D)
Source 3: Sacagawea Diary (SOURCEBOOK 5-19.E)
Source 4: York Diary (SOURCEBOOK 5-19.F)
Source 5: Charbonneau Diary (SOURCEBOOK 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 (SOURCEBOOK 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 Unit 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 (SOURCEBOOK 5-19.C), Clark Diary (SOURCEBOOK 5-19.D), Sacagawea Diary (SOURCEBOOK 5-19.E), York Diary (SOURCEBOOK 5-19.F), Charbonneau Diary (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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

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 (SOURCEBOOK 5-20.B)
Person 2: Sallie Parsons Waterkiller (SOURCEBOOK 5-20.C)
Person 3: Mary Hicks (SOURCEBOOK 5-20.D)
Person 4: Washington Lee (SOURCEBOOK 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 (SOURCEBOOK 5-20.B), Sallie Parsons Waterkiller (SOURCEBOOK 5-20.C), Mary Hicks (SOURCEBOOK 5-20.D), or Washington Lee (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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.

LESSON 5-21: Racial Inequity and the California Gold Rush

MATERIALS

Introduction to the Gold Rush (SOURCEBOOK 5-21.A)
Gold Hunt Rules (For Teacher) (MATERIALS 5-21.B)
Gold rocks (not supplied)
Flags (MATERIALS 5-21.C)
California Gold Rush: Sources (SOURCEBOOK 5-21.D)
California Gold Rush: Exit Ticket (ASSESSMENT 5-21.E)

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 (SOURCEBOOK 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.C) 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 MATERIALS 5.21.B.

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 (SOURCEBOOK 5-21.D) 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.E), 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.E

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

LESSON PLAN 5-22: Westward Expansion or Invasion from the East?

MATERIALS

Zoom In Inquiry Activity (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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

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 (SOURCEBOOK 5-23.A)
Cause of the Civil War: Business (SOURCEBOOK 5-23.B)
Cause of the Civil War: The Union (SOURCEBOOK 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 (SOURCEBOOK 5-23.A), Cause of the Civil War: Business (SOURCEBOOK 5-23.B), Cause of the Civil War: The Union (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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

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 (SOURCEBOOK 5-24.A)

Worst Decision: Ended the Freedman's Bureau (SOURCEBOOK 5-24.B)

Worst Decision: Not Stopping the Ku Klux Klan (SOURCEBOOK 5-24.C)

Worst Decision: Did Not Protect Black People's Right to Vote (SOURCEBOOK 5-24.D)

Worst Decision: Did Not Stop Black Codes (SOURCEBOOK 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 (SOURCEBOOK 5-24.A), Ended Freedman's Bureau (SOURCEBOOK 5-24.B), Not Stopping the Ku Klux Klan (SOURCEBOOK 5-24.C), Did Not Stop Black Codes (SOURCEBOOK 5-24.D), Did Not Protect Black People's Right to Vote (SOURCEBOOK 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 (SOURCEBOOK 5-24.A), Ended the Freedman’s Bureau (SOURCEBOOK 5-24.B), Not Stopping the Ku Klux Klan (SOURCEBOOK 5-24.C), Did Not Stop Black Codes (SOURCEBOOK 5-24.D), Did Not Protect Black People’s Right to Vote (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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

LESSON PLAN 5-25: The Great Migration

MATERIALS

Clipboards (not supplied)
Images (SOURCEBOOK 5-25.A)
Source 1: Higher Pay in Northern Factories (Pro) (SOURCEBOOK 5-25.B)
Source 2: Less Legal Segregation in North (Pro) (SOURCEBOOK 5-25.C)
Source 3: Leave Family Members Behind (Con) (SOURCEBOOK 5-25.D)
Source 4: Distance to the North (Con) (SOURCEBOOK 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

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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 (SOURCEBOOK 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) (SOURCEBOOK 5-25.B), Less Legal Segregation in North (Pro) (SOURCEBOOK 5-25.C), Leave Family Members Behind (Con) (SOURCEBOOK 5-25.D), Distance to the North (Con) (SOURCEBOOK 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.

3. 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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

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 (SOURCEBOOK 5-26.B)
Person 1: Gordon Kiyoshi Hirabayashi (SOURCEBOOK 5-26.C)
Person 2: Shigeno Nakamura (SOURCEBOOK 5-26.D)
Person 3: Jimmy Tsutomu Mirikitani (SOURCEBOOK 5-26.E)
Person 4: Daphne Masumi Nakai (SOURCEBOOK 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.5.9: 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. Many 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.” Instead, they were Americans unjustly imprisoned. So, 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 (SOURCEBOOK 5-26.C), Shigeno Nakamura (SOURCEBOOK 5-26.D), Jimmy Tsutomu Mirikitani (SOURCEBOOK 5-26.E), Daphne Masumi Nakai (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

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 (SOURCEBOOK 5-27.A)
Martin Luther King Sources (SOURCEBOOK 5-27.B)
Malcolm X Sources (SOURCEBOOK 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 (SOURCEBOOK 5-27.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 (SOURCEBOOK 5-27.B) and Malcolm X (SOURCEBOOK 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 (SOURCEBOOK 5-27.B) and Malcolm X (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

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 (SOURCEBOOK 5-28.A)

Source 1: Work Strikes and Picket Lines (SOURCEBOOK 5-28.B)

Source 2: Marches and Rallies (SOURCEBOOK 5-28.C)

Source 3: Hunger Strikes (SOURCEBOOK 5-28.D)

Source 4: Boycotts (SOURCEBOOK 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

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

PREPARATION

1. Two-Day Lesson

This lesson spans over two days. Day 1 involves watching a film on Cesar Chávez 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 (SOURCEBOOK 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 Chávez, 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 (SOURCEBOOK 5-28.B), Marches and Rallies (SOURCEBOOK 5-28.C), Hunger Strikes (SOURCEBOOK 5-28.D), Boycotts (SOURCEBOOK 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 (SOURCEBOOK 5-28.B), Marches and Rallies (SOURCEBOOK 5-28.C), Hunger Strikes (SOURCEBOOK 5-28.D), Boycotts (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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

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 (SOURCEBOOK 5-29.A)
Source 1: Women’s Liberation Movement (SOURCEBOOK 5-29.B)
Source 2: American Indian Movement (SOURCEBOOK 5-29.C)
Source 3: Chicano Student Movement (SOURCEBOOK 5-29.D)
Source 4: Justice for Vincent Chin Movement (SOURCEBOOK 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

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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: *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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 5-29.B), American Indian Movement (SOURCEBOOK 5-29.C), Chicano Student Movement (SOURCEBOOK 5-29.D), Justice for Vincent Chin Movement (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

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.

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 (SOURCEBOOK 5-30.A)

Solution 1: Neighborhood Busing Plan (SOURCEBOOK 5-30.B)

Solution 2: Regional Busing Plan (SOURCEBOOK 5-30.C)

Solution 3: School Choice (SOURCEBOOK 5-30.D)

Solution 4: Changes in Housing (SOURCEBOOK 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 (SOURCEBOOK 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 (SOURCEBOOK 5-30.B), Solution 2: Regional Busing Plan (SOURCEBOOK 5-30.C), Solution 3: School Choice (SOURCEBOOK 5-30.D), Solution 4: Changes in Housing (SOURCEBOOK 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

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

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.

GRADE 5 POST-TEST: ANSWERS

At the end of the Understanding Our World Curriculum Grade 5, it is recommended that teachers administer the Grade 5 Post-Test, which is located after Lesson 5-30 in the Student Workbook. The Grade 5 Post-Test is a 12-question assessment of the main concepts that should have been learned in previous years (questions 1-5) and new concepts that are included in this curriculum (questions 6-12). This assessment will give an indication of the students' current social studies knowledge and their results can be compared to the pre-test that they took at the beginning of the year.

Below are the answers to the post-test

Question 1. What was the American Revolution?

Answer 1. An idea that the people in America/American colonies should not be part of England/Britain or a war for independence of the American colonies from England/Britain.

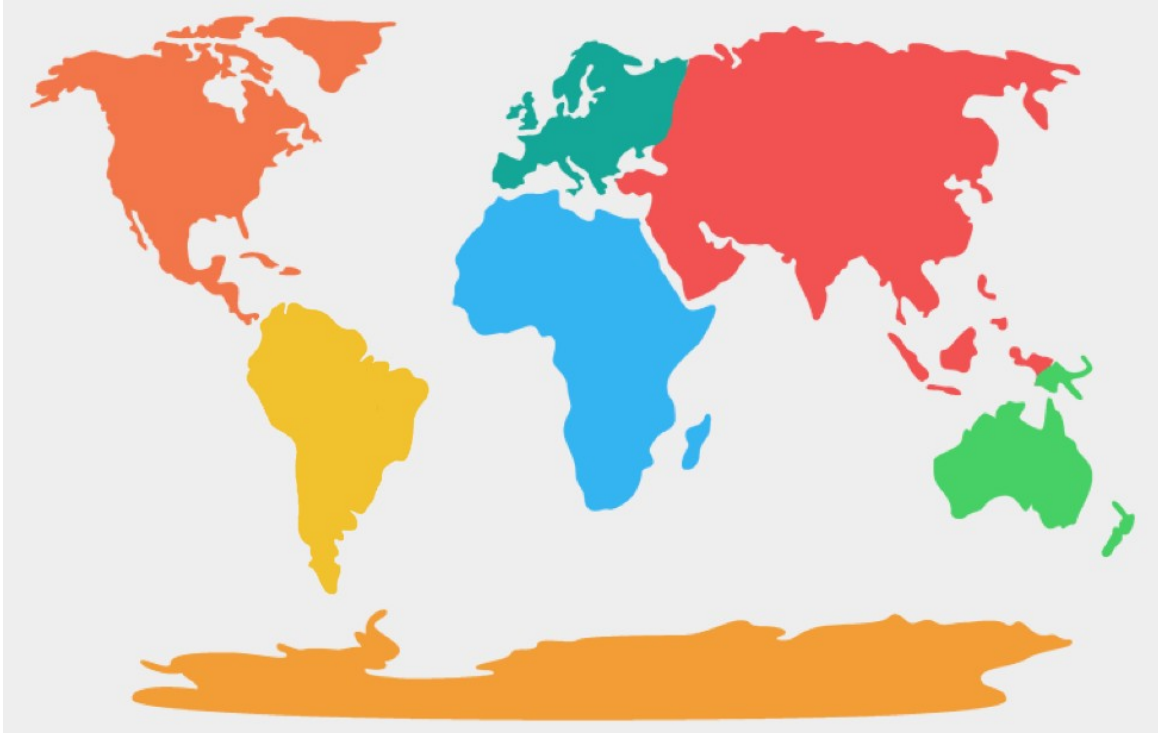
Question 2. What are rights?

Answer 2. Something that is given to all people or may list specific rights, such as free speech, press, protest, right to a trial, right to vote.

Question 3. What is a movement?

Answer 3. When a group of people join together to make a change to the world or get people to think about new ideas.

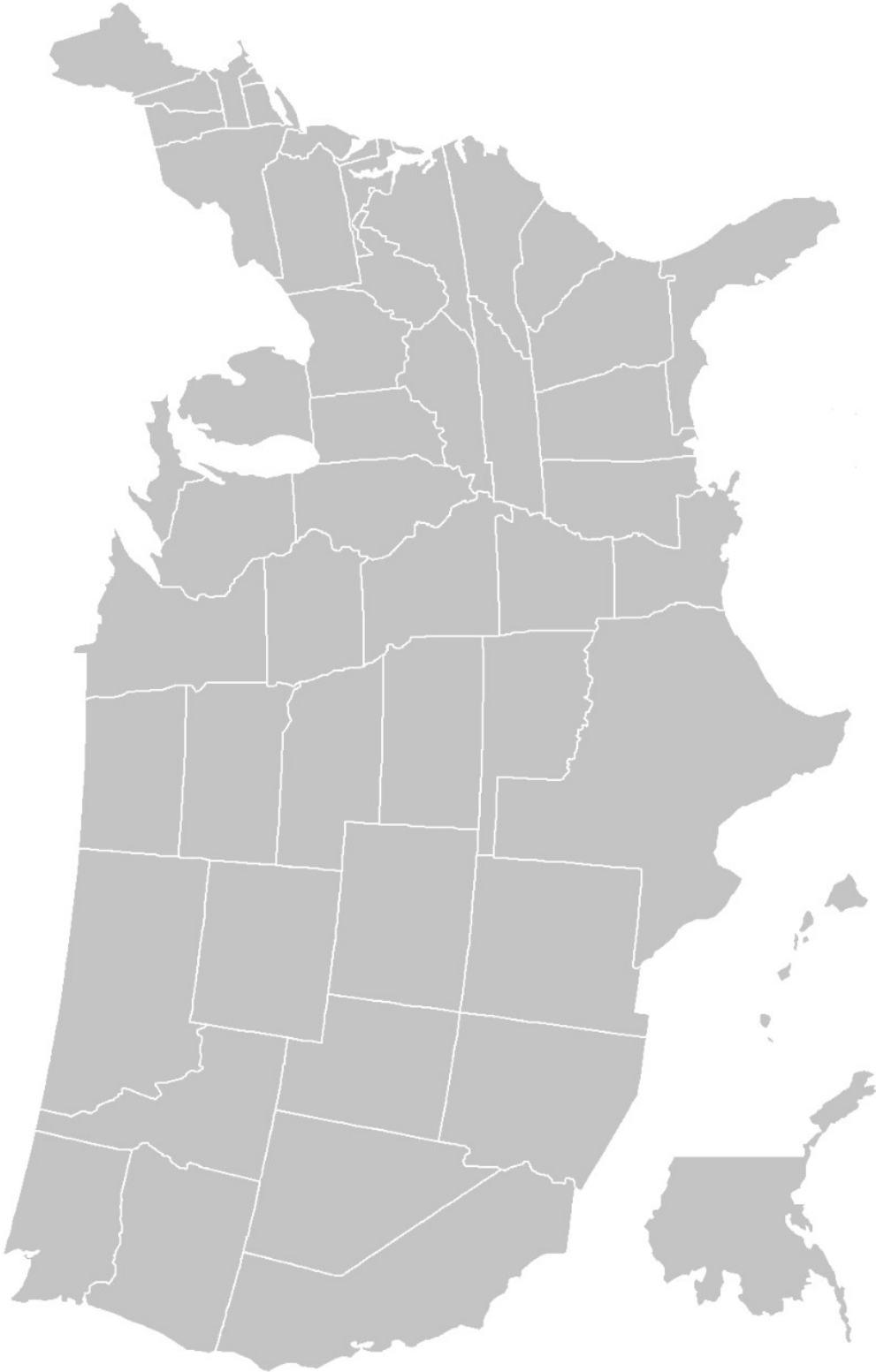
Question 4. Label each continent on the picture below: Antarctica, Africa, Asia, Australia, Europe, North America, South America.



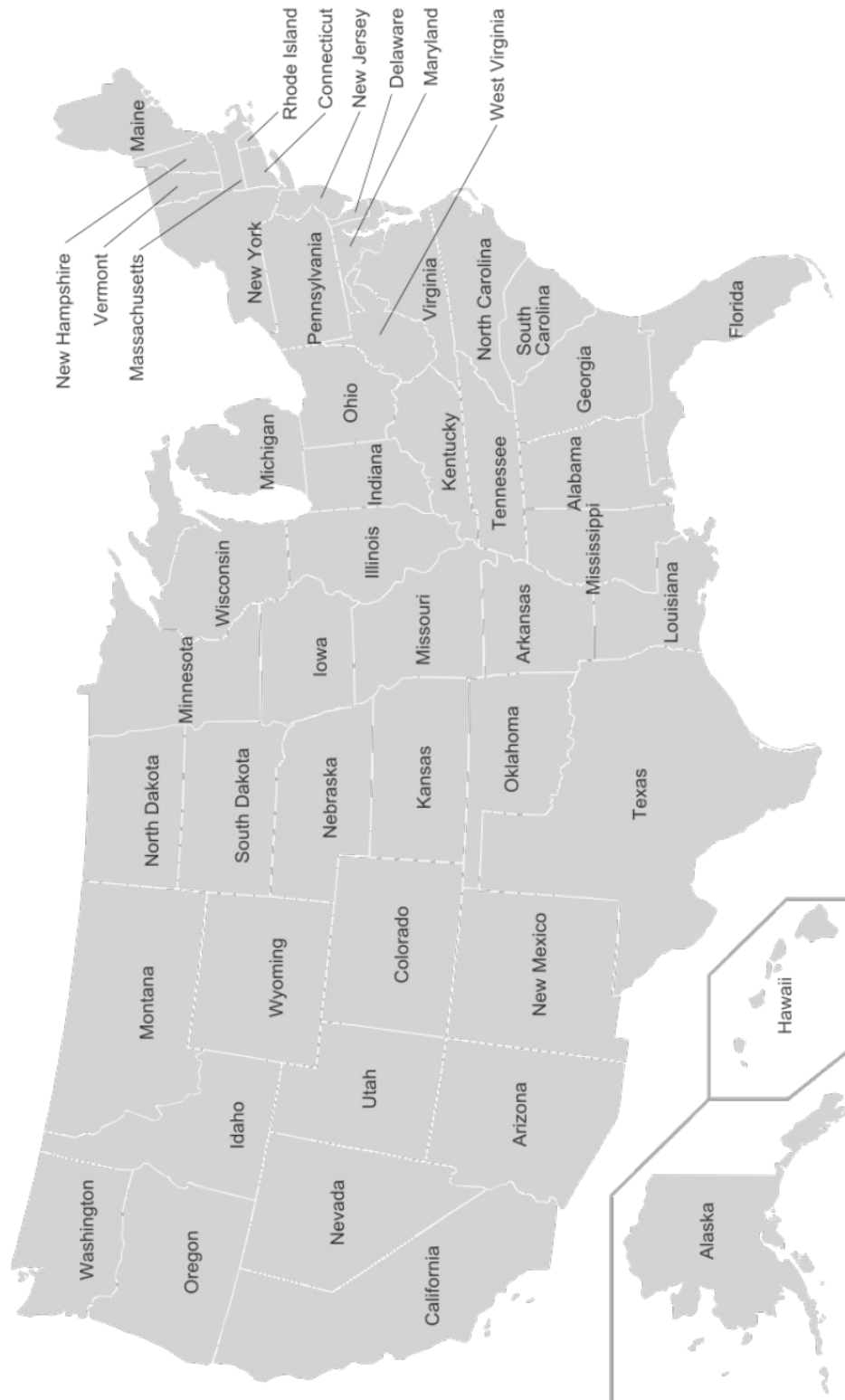
Answer 4.



Question 5. Label as many states as you can on the picture below.



Answer 5. (Abbreviations are allowed; spelling is not important-Should be able to identify at least 20)



Question 6. What was the relationship between the European and Indigenous people like in the Americas?

Answer 6. Answers may vary, but could include: Some Europeans got along with the Indigenous (Native) people and others did not. Europeans took Indigenous people's land. Europeans attacked Indigenous people. Indigenous people attacked European people. Europeans did not keep to their agreements/treaties. Europeans forced Indigenous people onto reservations.

Question 7. Name as many rights found in the Bill of Rights as you can.

Answer 7. Answers may vary, but could include: freedom of speech, press, assembly (protest), petition, religion, right to a trial, judge, or jury, right to bear arms/have a gun, right to not have property searched or taken by the government, right to vote (added after Bill of Rights, but acceptable answer).

Question 8. Name the three branches of government.

Answer 8. Legislative (Congress), Executive (President and Cabinet), Judicial (Supreme Court and lower courts)

Question 9. Name as many causes of the Civil War as you can.

Answer 9. Slavery (Northern states had fewer slaves/Southern states had more slaves), business (Northern states had more factories/Southern states had less factories-had many plantations for cotton and other crops), keeping the union together (an anti-slavery candidate Abraham Lincoln was elected president, said he would not let states leave the union). Should be able to name all three.

Question 10. What are civil rights?

Answer 10. Are rights that say all people of different races, genders, ages, sexual orientations, must be treated equally. One group of people should not have more rights than another group.

Question 11. What was the most important point made or idea found in the Constitution or Bill of Rights?

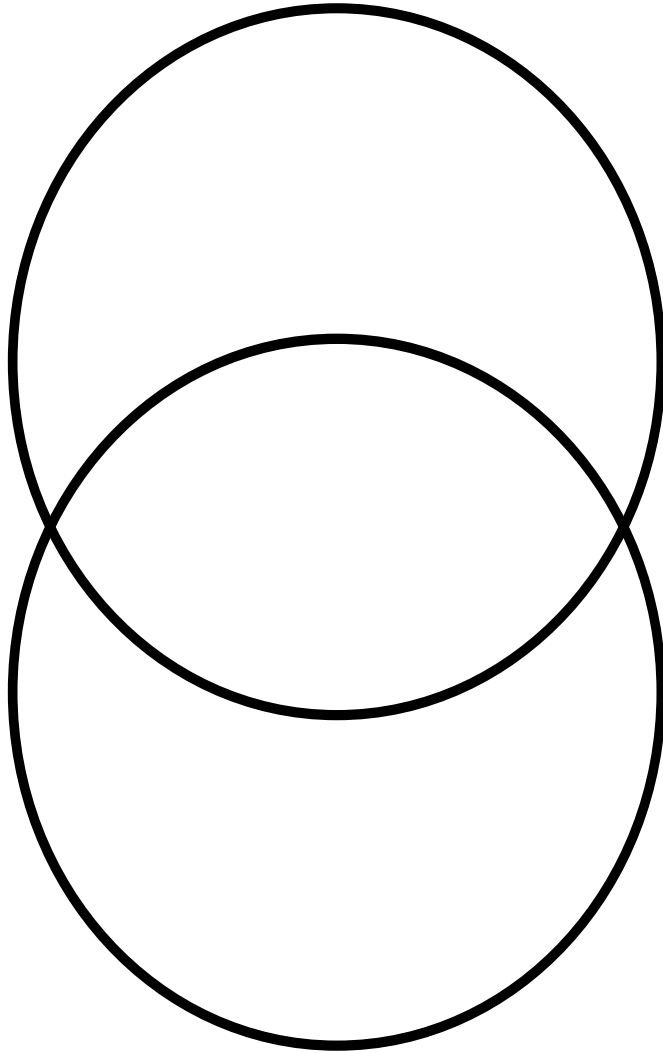
Answer 11. Answers will vary. Students should use at least three pieces of evidence to support their answer.

Question 12. Does the United States live up to this line in the Pledge of Allegiance: "one nation ... with equality and justice for all?"

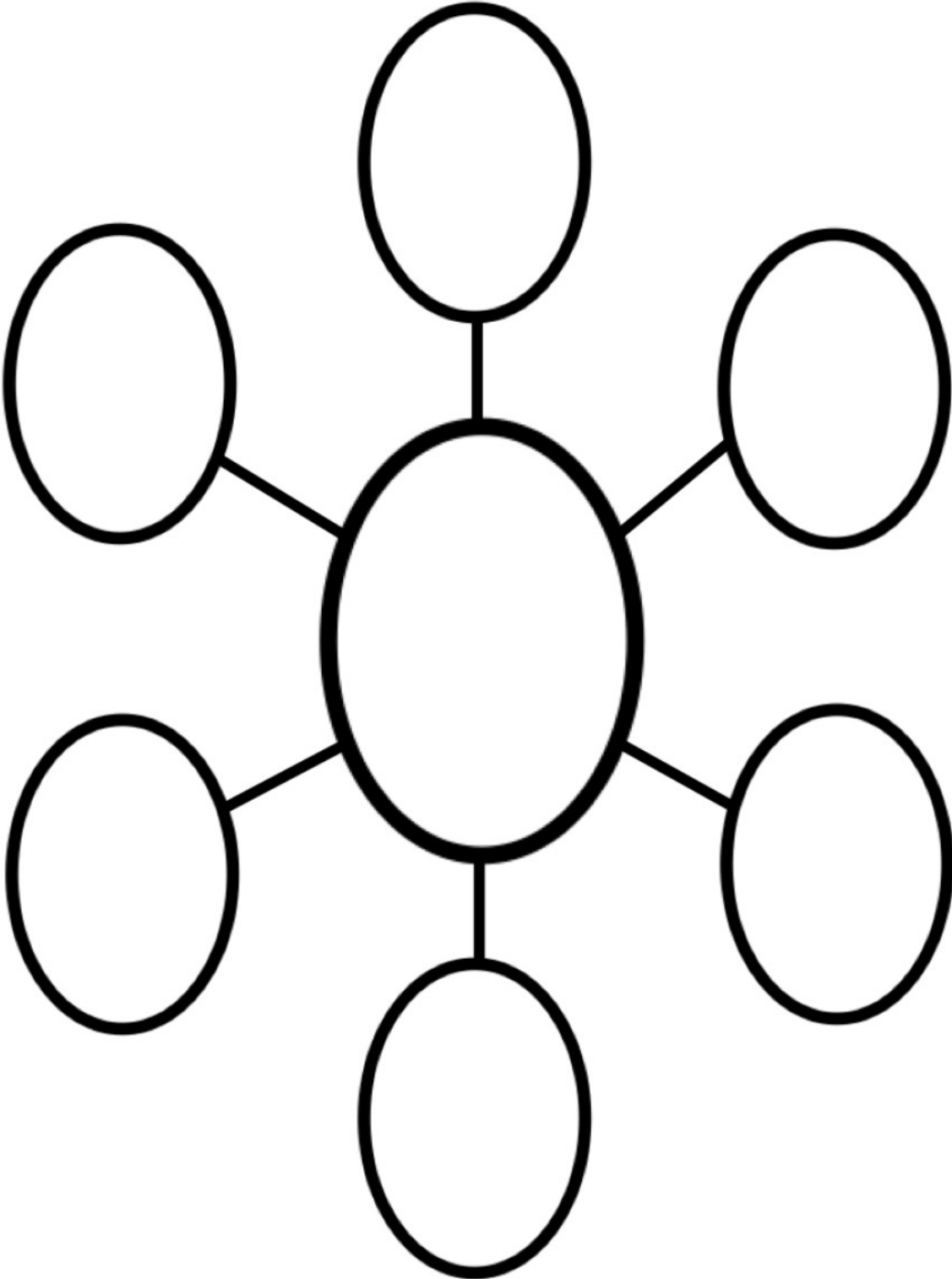
Answer 12. Answers will vary. Students should use at least three pieces of evidence to support their answer.

ORGANIZERS

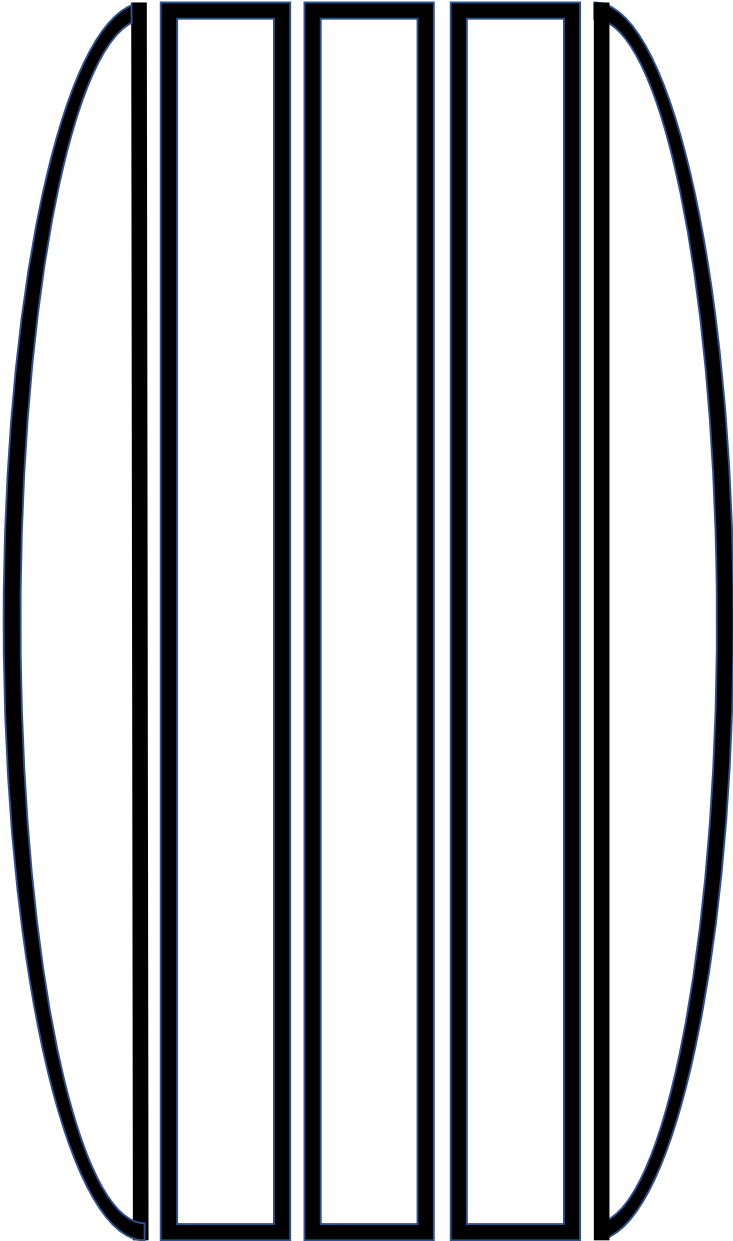
Venn Diagram



Thought Web



Paragraph Sandwich



Main
Argument

Evidence 1

Evidence 2

Evidence 3

Wrap Up

Two Column Notes

Main Idea	Details

WRITING RUBRIC

	4	3	2	1
Argument	Made an advanced argument	Made a beginning argument	Only explained; did not take a side	Did not answer question
Evidence	Included more than 3 pieces of evidence	Included 3 pieces of evidence	Included less than 3 pieces of evidence	Included no evidence
Links Evidence to Argument	Connected each piece of evidence to the argument	Connected most pieces of evidence to the argument	Connected few pieces of evidence to the argument	Did not connect evidence to argument/did not have an argument or evidence

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



Christopher C. Martell, Ed.D.

Chris Martell is a Clinical Associate Professor and Program Director of Social Studies Education at the Boston University Wheelock College of Education & Human Development. He teaches courses on elementary and secondary social studies methods. He was a social studies teacher for eleven years in urban and suburban contexts. For most of his teaching career, Chris taught in Framingham, Massachusetts, which is a racially and economically diverse urban school outside Boston with large immigrant populations from Brazil, Central America, and the Caribbean. His research and professional interests focus on social studies teachers in urban and multicultural contexts, critical race theory, culturally relevant pedagogy, and historical inquiry.



Jennifer R. Bryson, Ed.M.

Jenn Bryson is a former elementary classroom teacher in the Chelsea Public Schools and specializes in the professional preparation of elementary education teachers at the Boston University Wheelock College of Education & Human Development. Her responsibilities include coordination and supervision of student teachers in the elementary education program and the student-teaching abroad programs in London, England, Sydney, Australia, and Quito, Ecuador. She also facilitates the elementary pre-practicum placements for juniors and graduate students. In addition, Jenn teaches a course on urban education, leads field seminars on classroom management, and facilitates a book club entitled “Dads Read” at the William Monroe Trotter School in Dorchester, Massachusetts.