

America on the World Stage
Teacher Scholars Program
Module 1

- Title: Identifying a Peace of the Puzzle

- General Overview: Students will place a set of primary sources in chronological order so that they tell the story of the armed conflict known as the American Revolution. Students will recognize that there were peaceful attempts to avoid a major conflict, along with negative actions.

- Time Allotment: 2 class periods (90 minutes)

- Subject(s) and Appropriate Grade Level(s): US History to 1877 - grades 5 & 6

- Learning Objectives: The students will analyze and evaluate a number of primary sources used during the Revolutionary War. Students will evaluate each document to determine whose point of view the document is trying to portray, and why the document is an important reflection of the time-period. The students will work together as a group to complete the task of putting the documents into chronological order and creating a storyboard of events leading to the American Revolution.

- Historical Skills Taught /Used

- Chronological Thinking
- Historical Comprehension
- Historical Analysis and Interpretation
- Historical Issues-Analysis and Decision Making

- Virginia Standards of Learning for History and Social Science (2008)

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
 - b) make connections between the past and the present;
 - c) sequence events in United States history from pre-Columbian times to 1865;
 - d) interpret ideas and events from different historical perspectives;
- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- d) identifying the political and economic relationships between the colonies and Great Britain.
- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- a) identifying the issues of dissatisfaction that led to the American Revolution

- National Standards (Era 3 – Revolution and the New Nation):

Students Should Understand: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

1A Demonstrate understanding of the causes of the American Revolution by:

- Reconstructing the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.
- Analyzing the connection between political and religious ideas and economic interests in bringing about revolution. [Consider multiple perspectives]

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- Materials/Resources needed

- 1 set of Storyboard Sources
- 1 source sheet per student to use while examining the documents (front/back)
- 1 story board per group
- 1 copy of Olive Branch Petition for each student
(History notebook and/or S.S. textbook may be helpful for struggling students)
- Computer & Projector (computer must have PowerPoint)
- PowerPoint's - [Peaceful attempts documents.pptx](#); [Who dat.pptx](#)

- Instructional Procedures

1. Divide your class into groups.
2. Give each student a source sheet. Explain that they can use this sheet to help them analyze the primary documents they will be using for the activity.
3. Set the stage for the activity by explaining to students that they are becoming historians. They are going to get a set of primary sources (writings, speeches and cartoons) that were important to the start of the American Revolution.
4. They are going to try to determine who wrote it, who the intended audience was, if it was biased, and what the purpose of the document was.
5. Give students time to analyze the documents.
6. Once they have finished their analysis, explain that they need to attempt to put the documents into chronological order. Remind them the letters and numbers found on the top of each document are NOT already in order, they are simply a common name for the documents as we talk about them.
7. After 10-15 minutes (or sooner if they are all done or frustrated), bring the group back together. (Have them leave the area where they have been working so they will focus on the next part of the lesson. Let them know they will come back to it in a little while.)
8. Debrief about the activity – Was it easy? Why or why not? Did students feel like something was missing? What?
9. Review the Who 'Dat? Powerpoint if needed. (An additional PowerPoint on Peaceful Attempts to avoid the War explains four documents the colonists proposed more indepthly if your students need it). Allow students to share ideas on what the documents may be, or other interesting things they noticed while analyzing them.
10. Explain that you are going to be handing out the Titles and Names for the documents, but remember they are mixed up. Students will need to match the titles with the documents.
11. Once they have done that, they should once again try to put them in chronological order leading up to the American Revolution.
12. Bring students back together as a class. Debrief – Was it easier? Why or Why not?

- Assessment:

Formative-

***To be completed on the same day the activity above*

1. The final step in the lesson is to create storyboard (or timeline) of their primary documents – putting them into chronological order. Give students 5-10 minutes to get their information recorded on their groups storyboard.
2. As a class, go through the entire timeline putting all the events in the correct order.
3. Debrief with class. Did anyone get it correct their timeline correct? Why or Why not? Did they get tricked by something along the way? What misconceptions did they have about the documents?

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- Summative-

**This activity requires its own day!*

To show their understanding of the idea of peace, students will complete their version of the Olive Branch Petition, which should be addressed to King George III. Some actual parts of the Olive Branch Petition are on the paper to guide students thinking. They need to write the body of the letter. It needs to accept the colonies role in the current situation, but their strong desire to remain a part of the mother country. It should remind the King about what the colonies are asking for, and suggest a new resolution to the problem. (Don't be afraid to let the King know the things the colonist simply won't accept, or give in too. Remember this is your last chance before war begins so be persuasive!)

*Students will not yet have seen the Olive Branch Petition in its entirety – simply a snippet during the previous jigsaw activity and the little bit on the form. Upon completion of their letters, students should be shown the actual petition and discuss how similar their letters were.

- Grading Rubric

	1 What happened?	2 Needs some work	3 Okay	4 Almost There	5 Wow!
Completed source sheets (showed their historical thinking & analysis of primary sources)					
Completed story board (put sources in historical order)					
Historians worked well together					
Showed historical thinking – making connections between the documents examined and the Olive Branch Petition					
Applied age appropriate grammar rules (complete sentences)					
Applied age appropriate spelling and punctuation rules					

Total score _____ out of 30

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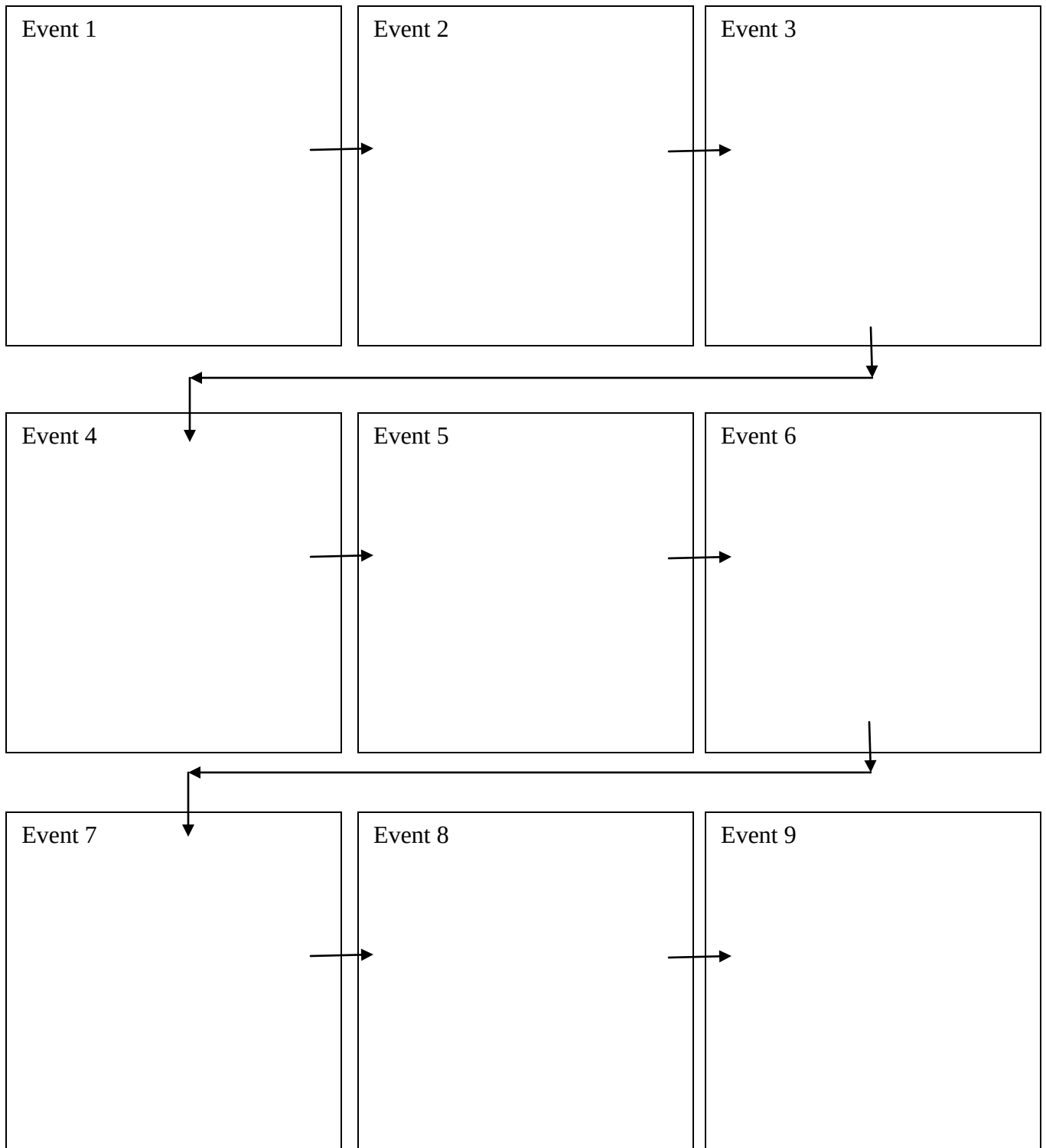
SOURCE	Who wrote it?	Who was the intended audience?	Was it biased? In what way?	What purpose did it serve during this time in history?
A				
B				
C				
D				
E				
F				
G				

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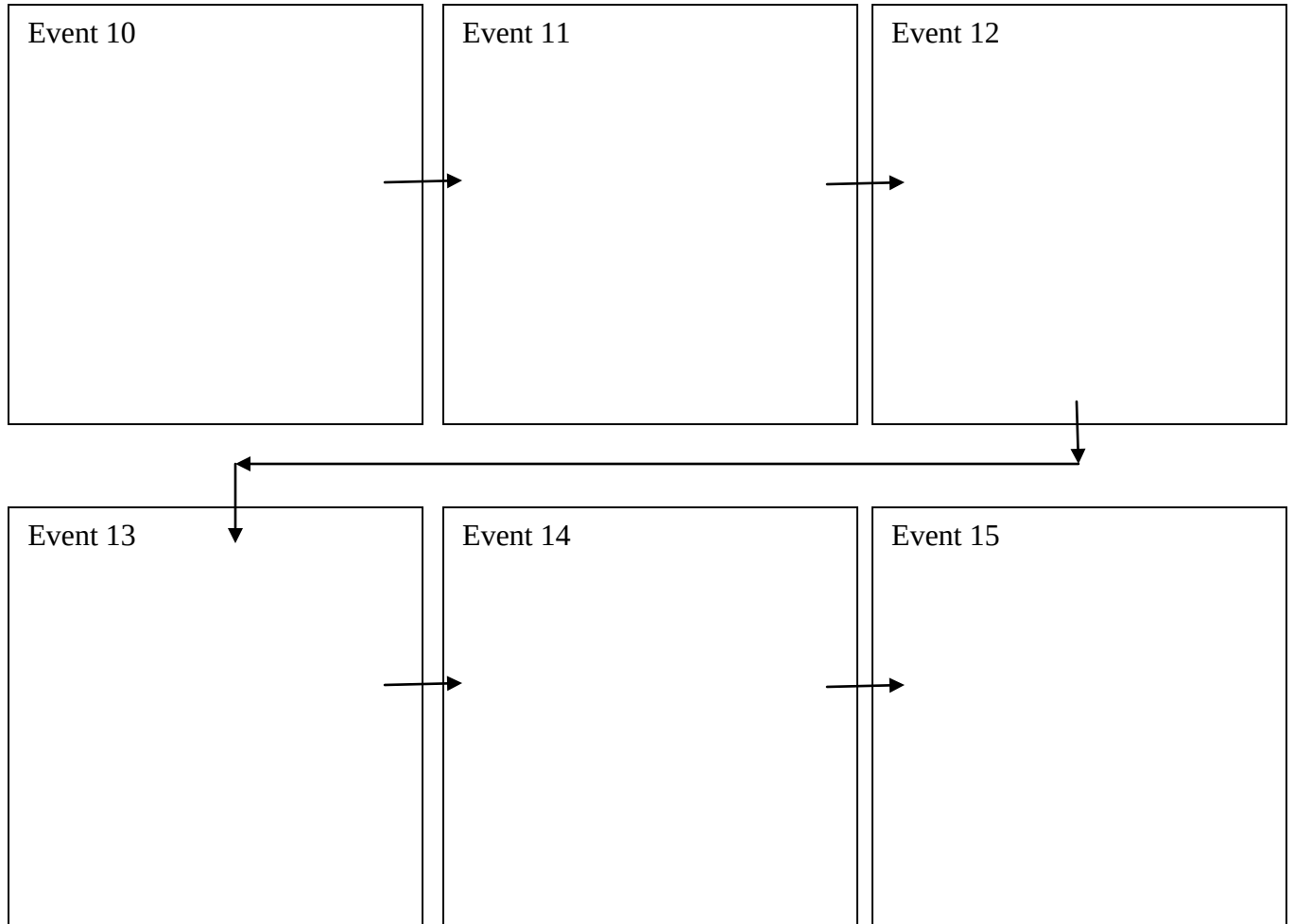
SOURCE	Who wrote it?	Who was the intended audience?	Was it biased? In what way?	What purpose did it serve during this time in history?
H				
1				
2				
3				
4				
5				
6				
7				

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Story Board/Timeline:



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KEY FOR STORYBOARD:

- Source 7 – Map of 13 colonies
- Source C – Albany Plan of Union 1754
- Source B – Join or Die (Albany Congress of 1754)
- Source F – The Invectives against the Americans 1765
- Source 5 – Stamp Act Riot
- Source 6 – Tarring and Feathering
- Source A – Pitts protest against the Stamp Act (1766)
- Source 1 – Colonists Reduced
- Source H – The Misrepresentation of America 1767
- Source 4 – Bloody Massacre in King Street
- Source D – Galloway Plan of Union 1774
- Source 2 – The Bostonians in Distress
- Source G – Olive Branch Petition (To the King's Most Excellent Majesty) 1775
- Source 3 – Battle of Lexington & Concord ('shot heard round the world')
- Source E – There is No Little Enemy 1775