

*America on the World Stage*  
*Teacher Scholars Program*  
*Module 1*

**- Title: Who Dat?**

**- General Overview:** The lesson focuses on people who were important, but often overlooked, during our study of the Revolutionary War for the colonists and Britain. It involves a K-W-L chart, a PowerPoint presentation, and a Revolutionary Figures sheet for students to complete.

**- Time Allotment:** 1 class period (approximately 60 minutes)

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

**- Learning Objectives:** Students will be lead through a PowerPoint, stopping for discussion, about Charles Fox, Edmund Burke, John Wilkes, William Pitt (the Elder), Joseph Galloway and Benjamin Franklin. It focuses on their roles in trying to prevent the armed conflict known as the American Revolution. A K-W-L chart will be used for students to document their learning. At the conclusion of the lesson, students will be able to name three of the people in the PowerPoint, along with at least one fact about them.

**- Historical Skills Taught /Used:**

- Chronological Thinking
- Historical Comprehension

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

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/history\\_socialscience/index.shtml](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
- e) evaluate and discuss issues orally and in writing;
- 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;
  - c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;

**- 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:**

- Comparing the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. [Consider multiple perspectives]
- Analyzing the connection between political and religious ideas and economic interests in bringing about revolution. [Consider multiple perspectives]

**- Materials/Resources needed:**

1 K-W-L per student

Computer and Projector (Computer must have Microsoft PowerPoint Software)

[Who dat.pptx](#)

1 Who Dat? Worksheet per student

*America on the World Stage*  
*Teacher Scholars Program*  
*Module 1*

**- Instructional Procedures:**

1. Give students a K-W-L chart (or have them create one in their notebook).
2. Explain the topic of the day is: Important, but Often Overlooked People during the pre-Revolutionary War Era.
3. List the names of the people on the board (Charles Fox, Edmund Burke, John Wilkes, William Pitt, Joseph Galloway and Benjamin Franklin).
4. Ask students to complete the K (what they know) column and the W (want to know) column in the chart for these people.
5. After about 3 minutes, ask students to share – creating a large class K-W-L chart on the board.
6. Explain that you will be working through a PowerPoint about these important people. They should write down interesting and important facts throughout the presentation. Also, be sure they know it will be a discussion, so questions and comments are appropriate throughout. You may want to let them know they will be completing a chart about some of these people at the end of class so they should pay attention!
7. Work your way through the PowerPoint – stopping for discussion throughout.  
Key Points for each Slide:
  - Charles James Fox:
    - o Member of Parliament, Whig (38 years)
    - o Strong supporter of religious tolerance and individual freedom
    - o Unhappy with King George III's policies regarding treatment of the colonies
    - o Radical ideas that were not in line with the Kings – vocal about them
    - o Began wearing the colonial army colors to Parliament
    - o Foxborough, Massachusetts named after him
  - Edmund Burke:
    - o Member of Parliament
    - o Closely involved in debates over limiting the King's power
    - o Believed government should be a cooperative relationship between ruler and subjects
    - o Vocal about his opinions regarding King George III
  - John Wilkes:
    - o Member of Parliament (on & off due to his behavior)
    - o Began a newspaper, The North Briton, so he could share his opinions regarding King George III and Lord Brute – which caused a great deal of strain on Members of Parliament
    - o Served time in prison for voicing his opinion, and was refused a seat in Parliament – even after being elected – because the King disliked him.
    - o Throughout the Revolution, he continued to condemn the government of Britain.
  - William Pitt (the Elder)
    - o Worked with King George II during the French & Indian War, and was Prime Minister of England
    - o After Townshend Acts passed, Pitt resigned as Prime Minister in disgust.
    - o Continued to visit Parliament to appeal for better treatment of the colonists.
    - o He died after collapsing in Parliament after a speech criticizing their decision to pass the Stamp Act.

*America on the World Stage*  
*Teacher Scholars Program*  
*Module 1*

- Joseph Galloway
  - o Loyalist in the colony – very dedicated to the King
  - o Member of the 1<sup>st</sup> Continental Congress
  - o Presented “Galloway's Plan of Union” in 1754 – attempted to create a Colonial Parliament – that would work within the framework of the British body, but would give the colonists a chance to have representation
  - o Didn't pass (5 votes to 6)
  - o Moved to London and remained Loyal to the king following the war
- Benjamin Franklin
  - o Played many roles in our history
    - Writer
    - Civic leader
    - Inventor
    - Politician
  - o 1754, Albany Plan – presented in Albany, NY to a group of representative from 6 Indian nations and the delegates from the Northern colonies. He suggested a plan that would create a self-governing group that would operate within the British government framework. The plan passed this group but it was rejected by Parliament.
  - o Representative in London for years!!
    - No power, just a propagandist
    - Wrote to convince Parliament and the British citizens that the colonists wanted to remain loyal & offered suggestions for compromise
    - Wrote to the colonists to keep them loyal
    - Testified in Parliament after the Stamp Act

8. After your finished with the presentation, have students return to their K-W-L chart and see if they have unanswered questions remaining, or to complete the L (what I learned section) if they haven't yet.

**- Assessment (Formative):**

Exit Activity – Complete the “Who ‘Dat?” Sheet about three of the people in the presentation.

**- Grading Rubric**

| At conclusion of lesson:                                                                                                | Yes | No |
|-------------------------------------------------------------------------------------------------------------------------|-----|----|
| Did the student actively participate in the discussion, or ask thoughtful questions during the PowerPoint?              |     |    |
| Did student complete the K-W-L chart?                                                                                   |     |    |
| Was the student able to identify three people from the PowerPoint with at least one fact about why they were important? |     |    |

Total Score \_\_\_\_\_ out of 3

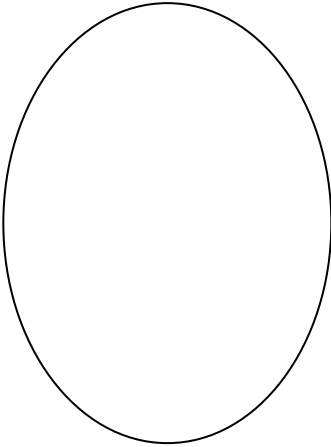
*America on the World Stage*  
*Teacher Scholars Program*  
*Module 1*

| K<br>(what I already KNOW) | W<br>(what I WANT to learn) | L<br>(what I LEARNED) |
|----------------------------|-----------------------------|-----------------------|
|                            |                             |                       |

*America on the World Stage*  
*Teacher Scholars Program*  
*Module 1*  
**Who Dat?**

Directions: Choose three of the people presented in the presentation. Draw their picture in the oval, and then write what they were famous for in complete sentences.

Name of Person: \_\_\_\_\_



What were they known for? Why were they included in the presentation?

---

---

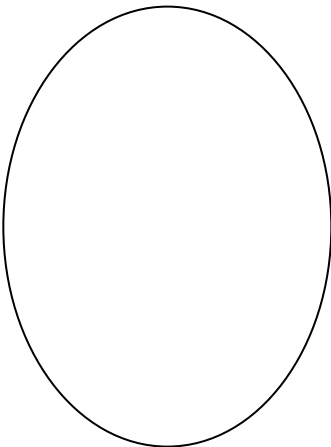
---

---

---

---

Name of Person: \_\_\_\_\_



What were they known for? Why were they included in the presentation?

---

---

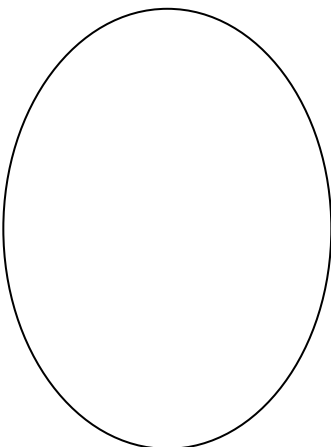
---

---

---

---

Name of Person: \_\_\_\_\_



What were they known for? Why were they included in the presentation?

---

---

---

---

---

---