

Lesson Author: Jessamy Senn
Grade Level: 5th and 6th Grade History
Time Allotted: 2-3 Days

Day 1:

Learning Objectives

Students will be able to:

- Compare and contrast primary sources from different perspectives.
- Compare and contrast the list of grievances in the Declaration of Independence
- Describe the basic facts of the events leading up to the American Revolution, and apply this knowledge while analyzing primary resources.

Historical Skills Used

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

Virginia Standards of Learning and/or National standards

Virginia Studies.1 The student will demonstrate skills for historical and geographical analysis including the ability to

- a) Identify and interpret artifacts and primary source documents to understand events in history;
- b) Determine cause and effect relationships;
- c) Compare and contrast historical events;
- d) Make connections between past and present;
- e) Sequence events in Virginia history
- f) Interpret ideas and events from different historical perspectives
- g) Evaluate and discuss issues orally and in writing;

VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- a) Identifying the reasons why the colonies went to war with England as expressed in the Declaration of Independence

- b) Identifying various roles played in the Revolutionary War with emphasis on George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette.

Assessment Tools

- Class discussion about perspective
- KWL chart about the Declaration of Independence
- Final analysis worksheet for the model grievance

Materials/Resources

- Notebook
- Pencil
- Primary/Secondary Resources
 - Boston Massacre by Paul Revere (document 1A)
 - Boston Massacre by (Document 1B)
 - [Rough Draft of the Declaration of Independence](#) (Document 1C)
 - o Slave Grievance (Document 1C)
 - [The Terrible Transformation](#)
 - Virginia Slave Codes (1705) (Document 1D)
 - Landing of Negroes at Jamestown painting (Document 1E)
 - Slave Runaway Advertisements (Document 1F)
- Primary source analyzing chart (student copy) (Document 1G)
- Primary source analyzing chart (teacher copy) (Document 1H)
- Primary source analyzing questions - Document (Document 1I)
- Primary source analyzing questions - Picture (Document 1J)

Modifications, Differentiation, and Extensions

Differentiation:

- Use fewer sources thus less information to read and process
- Use more visually based sources
- Adapt some primary sources so that students better understand them.
- Group stronger students with weaker ones
- Do more modeling before allowing students to work as groups

Extensions:

- What effect did the Declaration of Independence have on other countries?
- What was the reaction to the Declaration of Independence in Europe?
- Have students research what movies have been made about the Revolutionary War. Have they seen any of these films? Lead a discussion on whether these films would be an accurate display of what happened.

Instructional Procedures:

Day One:

Starter:

- Students should respond to the following question:
What if there was a fight at school? What would be the best way for the teacher to find out what happened? Why?

Lesson Procedures:

- Review the hook. Get students to understand the importance of looking at things from many different perspectives in order to get the full story by having them think about a situation that may happen at school. Illustrate how the point applies to history by distributing 2 comparative pictures of the Boston Massacre, one from a Patriot perspective to half the class, and one from the British perspective to the other half.

- By looking at their picture, groups will tell the story of the Boston Massacre. Then, as a class we will compare pictures and determine why the stories are different. (The pictures having different authors and author's purposes as Paul Revere was trying to rally the Patriots against England) This activity will lead the group to see how important looking at perspective is in studying history. (You can't see the whole picture from just one point of view)
- Review what we have already discussed about the Declaration of Independence by activating prior knowledge with a worksheet asking what problems the colonists and the British were having leading up to the writing of the Declaration of Independence. Students will brainstorm as groups and then we will come together as a class to discuss answers. (see worksheet teacher key)
- Ask students what perspective the Declaration of Independence is from. Because it is from one perspective (the Patriot's), could it then be inaccurate? Could the reasons the colonists wrote the Declaration be exaggerated? Did they have something to gain by exaggeration? (More colonists' support, other countries' support)
- Introduce the activity for the next few days. Students will be putting the Declaration of Independence on trial, specifically the grievances. Could the grievances be looked at from a different perspective, and, if they were, could they take on a different meaning? If the "punishment" of England committing these grievances was the American colonies breaking all ties with them, did this "punishment" actually fit the crimes? We will be looking at 7 of the grievances listed in the Declaration and act as jurors answering the question, based on the documents in front of them, who had the stronger case, the British or the Patriots?
- Divide class into 6 groups. Explain that each group will become a jury whose job will be looking at a grievance from the Declaration of Independence and at least one primary source. After analyzing the source, the group will be asked to determine the strength of the grievance in question. Did the colonists have a

right to include this particular grievance in the Declaration of Independence, or did the British have justification behind the grievance? Once they decide the strength of the grievance, they will come up with a verdict whether the grievance is "guilty" (the British have the stronger argument) or "not guilty" (the Colonists have the stronger argument) based on whether the grievance has evidentiary support.

- Model with the lost grievance. (The slavery clause that was taken out of the Declaration in the final edit) Show students the grievance and together determine the meaning of the grievance. Decide what it is accusing the king of and record the consensus. Together, examine the primary and secondary sources and complete the analysis sheets that go along with each. Determine what each primary source is telling us and decide which side that information is supporting. (see teacher answer key) Record all information on the analysis chart. Answer final analysis question. Who had a stronger case based on the evidence? Does this particular grievance have merit? As a class, we will determine the verdict.

Wrap-Up: Answer final analysis question for the modal grievance: Which side, the Patriots or the British have the stronger case with the slave grievance? Why? Is this particular grievance guilty (Should it be kicked out of the Declaration for lack of validity?) or not guilty (Did the colonists have enough evidence against the British to include it in the Declaration?) Discuss the information recorded on the analysis chart and decide as a class which side had a stronger case and why. Reveal the fact that the second continental congress believed that there was not a good case for this grievance and ended up taking it out during the final edit.

Activating Prior Knowledge

Directions: Brainstorm with your group members the following questions. List as many reasons as you can

What were the problems the colonists were having with the British?

Activating Prior Knowledge (Teacher Key)

Directions: Brainstorm with your group members the following questions. List as many reasons as you can

What were the problems the colonists were having with the British?

- The British were in debt because of the French and Indian War. They wanted the colonists to pay for the war by imposing various taxes on them.
- The colonists, because they weren't represented in Parliament, felt these taxes were unfair.
- The colonists and British disagreed about who should rule the colonists. The colonists felt they should be able to rule themselves.
- The colonists were upset about the Proclamation of 1763. They felt that after fighting for the English for the land from the French, they should have the right to settle wherever they wanted.
- The colonists felt the king didn't listen to their complaints.

Document 1A



Document 1B

QuickTime™ and a
decompressor
are needed to see this picture.

Document 1G

Primary and Secondary Source Analysis Chart (student copy)

Grievance on Trial: He has waged cruel war against human nature itself, violating it's most sacred rights of life & liberty in the persons of a distant people who never offended him, captivating & carrying them to slavery in another hemisphere, or to incur miserable death in their transportations thither...

Source	Summary of Source: What is it? What does it say?	Which side does the source seem to support? Use evidence from your source.

Are the British or the Patriots MOSTLY supported by the evidence gathered from the sources? Why?

Final Verdict: This grievance is _____ (guilty or not guilty)
of being falsely added to the Declaration of Independence.
The reason the verdict was given was because: (list all the evidence that supports your verdict.)

Document 1H

Primary and Secondary Source Analysis Chart (teacher copy)

Grievance on Trial: He has waged cruel war against human nature itself, violating it's most sacred rights of life & liberty in the persons of a distant people who never offended him, captivating & carrying them to slavery in another hemisphere, or to incur miserable death in their transportations thither...

Source	Summary of Source: What is it? What does it say?	Which side does the source seem to support? Use evidence from your source.
Slave Grievance	This grievance accuses the king of violating the rights of people to be equal by starting the slave trade against the will of the colonists.	This source, if taken at face value, seems to support the colonists.
Virginia Slave Codes	This document describes rules for slaves during 1705 in Virginia.	By reading and analyzing this document, students will be able to infer how the colonists felt about slavery and how much their livelihood depended on them. This seems to be supporting the British, as it doesn't seem that the colonists are upset about their dependence on slaves or trying to stop it.
Landing of Negroes at Jamestown (picture)	In this image, Dutch sailors are negotiating a trade with the Jamestown settlers for food.	In no way does it seem like the colonists are victims in this picture. They are not turning slaves away, instead are bargaining for them.

Runaway Slave Ads	This is a list of advertisements taken out in the Virginia Gazette in the 1770's.	It seems as if an area that puts ads in papers for runaway slaves, it is pretty dependant on them, thus supporting the idea that this grievance is not justified. The king may have started the slave trade, but since then, the colonists have been willing participants.
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Which side is MOSTLY supported by the evidence gathered from the sources? Why?

The British seem mostly supported by the evidence. Even if England DID start the slave trade, and EVEN if the colonists reluctantly went along with it (though there is no evidence of that either), the colonists continued the practice of using slaves seemingly very willingly, as seen in the making of rules and laws to keep all slaves in check, and the lengths that they go to in order to make sure their slaves are returned to them. In addition, Thomas Jefferson himself had slaves, which seems hypocritical for him to condemn the practice.

Final Verdict: This grievance is GUILTY

(Guilty or not guilty) of being falsely added to the Declaration of Independence. The reason the verdict was given was because: (list all the evidence that supports your verdict.)

(See above)

In addition, during the second continental congress, this grievance ended up being cut during the final edit.

QuickTime™ and a
decompressor
are needed to see this picture.

Document 1C

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

Document 1D

People & Events
Virginia's slave codes
1705

The status of blacks in Virginia slowly changed over the last half of the 17th century. The black indentured servant, with his hope of freedom, was increasingly being replaced by the black slave.

In 1705, the Virginia General Assembly removed any lingering uncertainty about this terrible transformation; it made a declaration that would seal the fate of African Americans for generations to come...

"All servants imported and brought into the Country...who were not Christians in their native Country...shall be accounted and be slaves. All Negro, mulatto and Indian slaves within this dominion...shall be held to be real estate. If any slave resist his master...correcting such slave, and shall happen to be killed in such correction...the master shall be free of all punishment...as if such accident never happened."

The code, which would also serve as a model for other colonies, went even further. The law imposed harsh physical punishments, since enslaved persons who did not own property could not be required to pay fines. It stated that slaves needed written permission to leave their plantation, that slaves found guilty of murder or rape would be hanged, that for robbing or any other major offence, the slave would receive sixty lashes and be placed in stocks, where his or her ears would be cut off, and that for minor offences, such as associating with whites, slaves would be whipped, branded, or maimed.

For the 17th century slave in Virginia, disputes with a master could be brought before a court for judgment. With the slave codes of 1705, this no longer was the case. A slave owner who sought to break the most rebellious of slaves could now do so, knowing any punishment he inflicted, including death, would not result in even the slightest reprimand.

<http://www.pbs.org/wgbh/aia/part1/1p268.html>

Document 1E

QuickTime™ and a
decompressor
are needed to see this picture.

Document 1F

Runaway Advertisements

STAFFORD County, AQUIA, *Nov 3, 1775.*

RUN off last night from the subscriber, a negro man named CHARLES, who is a very shrewd sensible fellow, and can both read and write; and as he has always waited upon me, he must be well known through most parts of *Virginia* and *Maryland*. He is very black, has a large nose, and is about 5 feet 8 or 10 inches high. He took a variety of clothes, which I cannot well particularize, stole several of my shirts, a pair of new saddle bags, and two mares, one a darkish, the other a light bay, with a blaze and white feet, and about 3 years old. From many circumstances, there is reason to believe he intends an attempt to get to lord *Dunmore*; and as I have reason to believe his design of going off was long premeditated, and that he has gone off with some accomplice, I am apprehensive he may prove daring and resolute, if endeavored to be taken. His elopement was from no cause of complaint, or dread of a whipping (for he has always been remarkably indulged, indeed too much so) but from a determined resolution to get liberty, as he conceived, by flying to lord *Dunmore*. I will give 5l. to any person who secures him, and the mares, so that I get them again.

ROBERT BRENT.

N.B. Since writing the above advertisement, the mares have returned, and there is a great probability, from many circumstances, to conclude that he was taken from *Dumfries*, in company with a white servant of Mr. *Andrew Leitch's*, in an oyster boat belonging to one *Kelly*, near *Smith's* point, in *Northumberland*. I will give 10l. If he is taken, and allow a handsome gratuity to any person who can convict *Kelly* of having carried him off.

SURRY, December 10, 1775.

TAKEN from some runaway Negroes that came down James River, and were going to the Governor, a CANOE about 30 feet long, sharp at both Ends, has a large Split in each Side, and Blocks for 4 Oars. Also sundry Clothes, some of which were

stolen, and have since been claimed by the Owners. The
Reminder of the Clothes, are supposed to belong to the said
Negroes, and may (with the Vessel) be had by applying to
JOHN WATKINS

WILLIAMSBURG, Feb. 3.

SIX white men and four negroes, last week, landed near to
Mr. Narsworthy's in the Isle of Wight county, in order to
carry off some sheep which they knew were on the
plantation, and likewise to seize Mr. Narsworthy, for whose
ransome they expected a large quantity of stock. A negro
man, who happened to be in the yard, discovering a negro
dressed in the uniform of the 14th regiment, immediately
went and informed his master that some of the Governor's
men were landed; he despatched the negro to a guard who
were stationed at a small distance; they pursued them, took
the negro in uniform, and drove the others into their boat
without any stock.

Source: *Virginia Gazette* (Dixon and Hunter), February 3,
1776.

Document 1G

Primary Source Analysis Questions:

1. What type of document is this?
2. What is the date(s) of this document?
3. Who is the author or creator of this document?
4. For what audience was the document written?
5. List 3 things the author said that you think are important.
6. Why do you think the document was written?
7. What evidence in the document helps you know why it was written? Use quotes from the document.
8. List two things the document tells you about life in the colonies at the time it was written?
9. Is this document supporting the idea in the grievance why or why not?

Document 1H

Picture Analysis Questions:

1. Use the chart below to list people, objects, and activities in the picture

People	Objects	Activities

2. Based on the observation of the picture, list 3 things you might infer from the picture.

3. What questions does this photograph raise in your mind?

4. Where could you find the answers?

5. Does this picture support the idea behind the grievance? Why or why not?

Annotated Bibliography

Primary Sources

Boston Massacre. Bufford, John. Chromolithograph, 1770.

Retrieved from:

<http://www.archives.gov/research/american-revolution/pictures/images/revolutionary-war-003.jpg>

Summary: Bufford's lithograph differs significantly from Revere's famous engraving. I used this picture for precisely that reason. While students will immediately be able to identify the event, it forces them to look at the event through different eyes. It also shows a less one-sided view of the event, as the colonists are armed in this picture.

The Bloody Massacre Perpetrated in King Street. Revere, Paul, ca. 1770.

Retrieved from

<http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=305>

Summary: Revere's version of the Boston Massacre sharply contrasts Bufford's picture of the same event. Its one-sided depiction was meant to stir up feelings against the British government. I would use this picture along with Bufford's to illustrate the importance of looking at history from more than one perspective.

The United States Declaration of Independence (Rough Draft Copy). Jefferson, Thomas, 1776. Retrieved from

<http://teachingamericanhistory.org/library/index.asp?document=4>

Summary: This is the original copy of the Declaration of Independence before the final edit of Congress. I am using this copy, specifically the grievance about slavery that was taken out during this final edit, as a way to model the lesson. Because it was so obviously conflicting with what was going on with slavery in the colonies at the time, it is a great document to illustrate the idea that perhaps some of the grievances were unfounded.

Virginia's Slave Codes. Ca.1705. Retrieved from

<http://www.pbs.org/wgbh/aia/part1/1p268.html>

Summary: This document describes rules for slaves during 1705 in Virginia. By reading and analyzing this document, students will be able to infer how the colonists felt about slavery and how much their livelihood depended on them, thus whether or not Thomas Jefferson's slave grievance was warranted.

Landing of Negroes at Jamestown from a Dutch Man-O-War, 1619. Pyle,

Howard, Ca. 1917. Retrieved from
<http://www.pbs.org/wgbh/aia/part1/1h289.html> Library
of Virginia.

Summary: In this image, Dutch sailors are negotiating a trade with the Jamestown settlers for food. After analyzing this source, students will use it as evidence whether or not Jefferson's slave grievance was warranted.

Slave Runaway Advertisements. Ca. 1776. Virginia Gazette.
Retrieved

From
<http://www.history.org/history/teaching/runaway.cfm>

Summary: This is a list of advertisements taken out in the Virginia Gazette in the 1770's. These advertisements could help the students decide whether the Jefferson slave grievance has evidence to back it up.

Secondary Sources

Hakim, Joy (1999). *A Taxing King. A History of US: From Colonies to Country* (Vol. 3) (pp. 50-53). New York. Oxford University Press.

Summary: "A Taxing King" gives students more information on the events that eventually led to the American Revolution. While reading it, students can begin to understand that the colonists were not happy with Britain.

The Terrible Transformation

<http://www.pbs.org/wgbh/aia/part1/1narr2.html>

Summary: website tells the story of the Africans in the new world, from their journey from Africa, to their lives here during different time periods. This website is a wealth of background information specific to the journey of slaves in America. I would use it as resource to develop knowledge to help analyzing primary documents.