**Pilgrims to Patriots**

Syllabus for 2-6 Gifted & Talented Students

Weiner Elementary G.T. Program

2009-2010

GOAL: Students will learn the role of our nation’s forefathers in securing the freedoms we enjoy, the process historians employ in uncovering the past, and will utilize their learning in projects and presentations.

OBJECTIVES:

1. Students will understand how historians use multiple primary sources and educated guesses to research the past and create history.
2. Students will understand how the Wampanoag and the English colonists of 1621 represented distinct cultures with their own points of view.
3. Students will understand how the Wampanoag and the English colonists may have interacted during the harvest celebration of 1621.
4. Students will understand why people constructed the story of “The First Thanksgiving” and the American holiday Thanksgiving, and appreciate how they have changed over time.
5. Students will consider the complexity, uncertainty, and changing nature of the Revolutionary period—recognizing the outcome of the Revolution was by no means inevitable.
6. Students will make personal connections that highlight the meanings and relevance of the American Revolution to today.
7. Students will view the American Revolution series “Liberty’s Kids” to develop the following insights: Freedom is something that may have to be fought for yet on each side of a battle the people fighting have reasons to believe they are in the right; People can disagree about important things but still help each other and be friends; Violence can get out of hand, no matter how noble the cause, and must never be used but as a last resort; No person can ever have the right to own another and no matter how violently they try and impose their rule, they will ultimately fail; Bravery is often simply doing that which you know inside you must do; Violence must be the last resort in any dispute for once it starts it is very hard to stop; If you truly believe in something, personal sacrifice is necessary; One must always be alert to what the true intentions of others are; There is nothing romantic or fun about war, the result of which is injury and death; The pen can be mightier than the sword; Leadership depends more on how you act and what you do then just what you say; Words can have as much power as bullets when they are used in the right way; One of the most powerful steps in doing something is to write down just what you are going to do and then set out to make it happen; Leaders have doubts and fears like anyone else, however, they also have the conviction to keep going on the course they've chosen; New ideas have great power, even when they don't necessarily work out the way one thinks; True commitment and determination can turn a loss into a victory because of the effect it has on others; Never let other people or preconceived stereotypes effect what you yourself believe is possible to accomplish; The way one behaves in the worst of times is a better indicator of character and strength, then how one behaves when everything is going well; Sometimes it is hard to know what the truth is and when to tell it, with the only true guide being ones convictions; Science is sometimes as dependent upon faith as old traditions as one must sometimes trust new discoveries without proof; Limitations that others place on us cannot stop one from achieving greatness if one's mind is set on it; Moral causes know no boundaries or borders and are everyone's responsibility to support; Every person has their own views of the world that must be respected and understood if we are ever to learn how to resolve conflicts without violence; Even in the darkest times, if one stays focused on the ultimate goal, a light will shine through as a guide and positive things will happen; Freedom extends to all parts of life including the way we want to worship or practice spirituality; The greatest of differences can be solved if we listen to one another and work together to find a common solution; Cruelty is an evil that can not be erased, by running away from it; Your home is where your heart is; Ones true feelings are always better when brought out into the open and dealt with; Genius truly is 1% inspiration and 99% perspiration; When it comes to war, no one comes out unharmed and good people on both sides of a conflict can do great harm to one another; Betrayal can sometimes be the most damaging blow one can ever absorb; More times than not, the victor is the person who simply refuses to ever surrender; Where there is a will there is a way; Kindness comes in all sizes, races and sexes of people and it is the little acts of kindness, that when all added up, amount to the hope we all have for a humane future; Though a society may have great problems, if they have rules and laws they live by, that are just, in the end they will have a chance of having a just society; There are far better ways to show strength than by using physical force—sometimes strength is shown by displaying weakness; A Country is not it's flag, but instead the people that live within it from its inception on. We are all linked by a common heritage based upon a common sense of rights and ideals.
8. Students will understand the incredible sacrifices individuals made to help found the United States.
9. Students will examine the key philosophical, social and political issues at the heart of the American Revolution , thereby beginning to grasp the impact of these issues on the lives of ordinary citizens.
10. Students will utilize the concepts, information, and insights they learn in the creation of projects which will be shared with peers, family, and the community.
* STUDENTS WILL BE GIVEN COLONIAL EXPLORATION SHEETS EACH MONDAY TO COMPLETE AT HOME AND RETURN ON TUESDAY
* STUDENTS WILL BE GIVEN G.T. SKILL SHEETS EACH TUESDAY THROUGHOUT THE YEAR TO RETURN BY FRIDAY

WEEK ONE: Welcome back. Go over expectations, practice procedures, overview of year. Identifying and Analyzing Primary Sources-- Explain to students that historians believe that most of the story of “The First Thanksgiving” is a myth that people started telling more than 200 years after the event is said to have occurred. Students will learn about primary sources by viewing a selection of items and then writing a paragraph explaining what they think the primary sources are expressing. What can they discover about the event? Students will discuss oral tradition, recognizing there are many cultures that choose to record their history in this manner. Students will next investigate what really happened at the harvest celebration of 1621, utilizing the KWL chart and completing the online activity from Plimoth Plantation website, “The Evidence.” Students complete the primary sources 3-2-1 Graphic Organizer. Students return to the KWL chart, adding new information. **Introductory Activities**: Choose three of the entries from the students’ Primary Source Organizers from Class One. **Ask:**  What if historians in the future were able to find only these three things? Would they be able to get a complete picture of what really happened at the event? What would they be missing? **Guided Inquiry Offline**--Part 1: Have students (individually, in groups, or as a class) write the story of “what really happened” at the harvest celebration of 1621 using only the information from the sources presented online. Students may find it helpful to use the text-only versions of the Winslow letter and the corresponding post-its. Have students (in pairs, in groups, or as a class) provide peer feedback on each other’s stories. After feedback, have students make corrections and/or additions to their stories as necessary. Part 2: Have students compare their completed story or stories of the harvest celebration of 1621 to stories and images of “The First Thanksgiving” discussed in the lesson [Separating Fact from Myth](http://www.plimoth.org/education/olc/hpteachg.html#myth). **Ask:**  What are the similarities between the story you wrote about the harvest celebration of 1621 and the myths of “The First Thanksgiving”? What are the differences?  Students may wish to use a [Venn diagram](http://www.venndiagram.com) to organize their responses. **Ongoing Assessment** Return to the class KWL chart. Have students record new knowledge in the What I Have Learned column. Discuss new questions about what happened in 1621 as well as those that are still left unanswered. New entries should show that students have a clear perception of how to use primary sources, have developed a basic understanding of how the Wampanoag and the English colonists may have interacted during the harvest celebration of 1621, and are eager to gain the additional skills necessary for creating a comprehensive history of this event.

WEEK TWO: MAKING EDUCATED GUESSES USING CULTURAL CLUES: **Setting the Scene**--**Explain** that historians may never find primary sources that tell them everything that happened during the three days of the harvest celebration of 1621. In order to get a more complete picture of an event, historians often have to make their best guesses about what may have happened. Historians call these guesses “educated guesses” because in order to make their guesses, they must educate themselves about all facets of the event. They start by looking for “cultural clues” to help them understand what may have actually happened. **Introductory Activities** Part 1 Have students think about their most recent birthday celebration. **Explain** that the tradition of having a birthday is something that most of the world recognizes. However, birthdays are honored and celebrated in very different ways depending on the culture of the person celebrating. Define tradition as “thoughts or behaviors that are part of a culture and passed down over time.” Define culture as “the ways of living and thinking, as well as the traditions, of a certain group of people.”Have students think about the culture(s) they are a part of. Have students identify one element of how they celebrate their birthday that is related to their culture(s). Have students compare and contrast the elements they have chosen. Students will compare their birthday celebrations with those from other cultures around the world. [*www.birthdaycelebrations.net*](http://www.birthdaycelebrations.net/) **Discuss** how culture can affect what happens at an event and also affect how that event is interpreted by the participants. **Guided Inquiry Online**
**Prompt:**  Before historians look for specific “cultural clues” to help them figure out what may have happened at an event, historians need to get a good idea of the culture as a whole. Students should complete the online activities [The Wampanoag People](http://www.plimoth.org/education/olc/wampopener.html) and [The English Colonists](http://www.plimoth.org/education/olc/pilgrimopener.html). **Ongoing Assessment** Return to the class KWL chart. Record new knowledge in the What I Have Learned column. Discuss what questions are still left unanswered. New entries in the columns should show that students are incorporating their understanding of culture and its influence on an event, and developing an appreciation for the similarities and differences between the cultures of the Wampanoag and the English colonists.

WEEK THREE: **Introductory Activities**: **Explain** to students that they will be predicting the weather for later in the day without using a weather report. They will only be able to use their senses and their previous knowledge. First, have students look around them in the classroom. Then have them look out a window. Finally, if time and conditions allow, have the class go outside. Each time, ask the following questions. **Ask:**  What will the weather be later today? What helped you make your decision? Have students explain their answers and point out the things around them that supported their decisions. Have each student record a final prediction of what the weather will be later that day. **Explain** that each time they answered the question, What will the weather be later today? they were making an educated guess based on their previous knowledge and on clues they were finding in their environment. The more information they were able to gather (by looking out the window and then going outside), the more educated their guesses became. **Discuss** their final predictions and compare the similarities and differences. Compare their predictions with those of the experts. Use [*www.weather.com*](http://www.weather.com/) or [*www.wunderground.com*](http://www.wunderground.com/) for local weather information. **Explain** that just like well-written history, the weather reports on TV or in the newspaper are not all facts. The reports represent highly sophisticated educated guesses that have been discussed and checked for accuracy by professionals. With today’s technology, weather predictions are becoming increasingly accurate; however, anyone who has not brought an umbrella and then has been rained upon knows that weather forecasting is still an educated guess. **Guided Inquiry Online**
Students should be divided into “expert” groups: food/shelter/clothing (1), daily life of men/boys (2), daily life of women/girls (3), leadership (4), ways of giving thanks and other customs (5), interactions with other cultures (6).  Each expert group will look for cultural clues for their particular category when they go online. Students may find it useful to supplement their online time with the text-only versions of [The Wampanoag](http://www.plimoth.org/education/olc/hpteachg.html#wamptxt) and [The English Colonists](http://www.plimoth.org/education/olc/hpteachg.html#coloniststxt) pages. **Prompt:**  Let’s go back online and do the activities again. This time, look specifically for “cultural clues” that will help you develop a more complete picture of what may have happened during the three days of the harvest celebration of 1621. Use [The Wampanoag Cultural Char](http://www.plimoth.org/education/olc/Wampanoag_Cultural_Chart.pdf)t and [The English Colonist Cultural Chart](http://www.plimoth.org/education/olc/Colonist_Cultural_Chart.pdf) to organize the clues. Students should complete the online activities [The Wampanoag People](http://www.plimoth.org/education/olc/wampopener.html) and [The English Colonists](http://www.plimoth.org/education/olc/pilgrimopener.html). **Guided Inquiry Offline** Part 1
Create a Wampanoag Cultural Chart and an English Colonist Cultural Chart to be used with the entire class. Have each expert group add the information it has collected to these class charts.  Have students (alone, in groups, or as a class) use the information from the class cultural charts to complete a [Venn diagram](http://www.venndiagram.com) comparing the cultural clues that may have influenced how the Wampanoag and the English colonists interacted during the harvest celebration of 1621. Have students (alone, in groups, or as a class) make educated guesses, based on the information they collected, about what may have happened during the three days of the harvest celebration of 1621.Part 2 Have students revise their story of the harvest celebration of 1621 based on the new information they have collected and the educated guesses they have made about how the cultures of the Wampanoag and the English colonists may have influenced what happened during the harvest celebration. Students could also illustrate their story based on the images put forth on The Wampanoag and The English Colonists pages. Have students (in pairs, in groups, or as a class) use their cultural charts and their [Venn diagrams](http://www.venndiagram.com) to provide peer feedback on each other’s stories. After feedback, have students make corrections and/or additions to their stories as necessary. **Ongoing Assessment** Return to the class KWL chart. Record new knowledge in the What I Have Learned column. Discuss what questions are still left unanswered. New entries in the columns should show that students are incorporating their understanding of culture and the difference between myth, primary source information, and educated guesses into their ideas of what happened at the harvest celebration of 1621.

## WEEK FOUR: **Historian Skill: Considering Multiple Points of View**Corresponding Online Activity:  The Path to 1621. KWL Chart**Setting the Scene****Explain** that historians try not only to present what happened at an event but also to reveal how the event may have affected the people involved. However, if participants did not leave written or oral accounts of the event, there is no way for a historian to be sure how they felt about that event. A historian can use primary source information; “cultural clues”; participants’ age, gender, and geographic location; as well as records of similar experiences to make educated guesses about participants’ points of view. **Introductory Activities** Part 1 Have the class form a circle. Place a large object that is not symmetrical, such as a stuffed animal or a chair, in the middle of the circle. Have students draw only the side of the object that they can clearly see.  Have students compare their completed drawings. **Explain** that each of the drawings represents a different point of view. Even if two students were drawing the same side, their drawings are different. **Discuss** whether or not someone would get a complete picture of the object if the person only looked at one of the drawings, or two, and so on. **Explain** that just as historians look for multiple primary sources, historians try to uncover as many points of view as possible about an event to be sure they have the whole picture. Part 2 Have students create a timeline of the previous school day. Through drawings, images, or text, have each student personalize the timeline to highlight events that are personally meaningful. Post the timelines on the wall and have students look at each other’s work. You may also want to create a timeline of your own to contrast with those of the students. **Ask:**  Why are the timelines different? **Discuss** the fact that the time passed in a standard manner, yet each student has his or her own point of view on the day’s events. Choose one event that many students included, such as lunch. **Ask:**  What did you eat? Did you do anything besides eat? Who was with you? What were you thinking about? How did you feel? Have students write a brief paragraph and/or create a drawing answering these questions. **Discuss** how students’ actions, feelings, and thoughts are similar or different based on their individual points of view. **Guided Inquiry Online** **Prompt:**  Your task is to figure out what the points of view of the individual Wampanoag and English Colonists may have been on the harvest celebration of 1621. Keep in mind the “cultural clues” from the lesson [Making Educated Guesses Using Cultural Clues](http://www.plimoth.org/education/olc/hpteachg.html#cultural) as you uncover how the Wampanoag and English colonists may have interacted before 1621 and how they may have felt about their interactions. Students should complete the online activity [The Path to 1621](http://www.plimoth.org/education/olc/pathopener.html). **Guided Inquiry Offline** Have students revise their story of what happened in 1621. Students should write the story from the point of view of a Wampanoag leader; an English colonial leader; or an ordinary English colonial or Wampanoag man, woman, girl, or boy who may have attended the 1621 harvest celebration. Have each student trade his or her story with another student who wrote from a different point of view. Students should be able to identify at least three elements of their version that differ from the version written from a different point of view. **Ongoing Assessment** Have students return to the class KWL chart and fill in the What I Have Learned column. Entries should reflect an understanding of point of view and what the points of view of the Wampanoag and the English colonists may have been during the harvest celebration of 1621. If there are still questions that have not been answered about what happened at the harvest celebration of 1621, you may want to allow time for students to revisit certain areas of the lessons or the online activities and/or have students explore additional resources to answer these questions.

## WEEK FIVE: Corresponding Online Activity:  Share What You Have Discovered **Materials**[KWL chart](http://www.plimoth.org/education/olc/KWL_chart.pdf) Books, pictures, or other contemporary representations of “The First Thanksgiving” **Setting the Scene** **Explain** that it is a historian’s job to share what she or he has discovered about the past. Historians share what they have learned in many different ways, such as speaking to the public, writing articles and books, designing museum exhibits, and developing educational web resources such as this one! **Introductory Activity** Part 1 **Discuss** how the students now feel about history and their role as historians. Revisit the students’ definitions of history and historian from the lesson Fact or Myth? Have students (individually, in groups, or as a class) finalize new definitions based on their work in the other lessons in this guide. Compare these definitions to those in the Glossary of the online Fact or Myth activity and to those in a dictionary. Post the new class definitions for history and historian on the wall of the classroom. Part 2Have the students finalize the What I Have Learned column of the KWL chart. **Discuss** the differences between what the students thought they knew (What I Think I Know) at the beginning of the unit and what they have now learned (What I Have Learned). **Discuss** that many people still believe in the myth of “The First Thanksgiving.” Brainstorm ways of letting others know the truth. (Some of these may be able to be used as additional culminating activities.)**Culminating Activities Online** **Prompt:**  Historians must think about a lot of different things when putting together a museum exhibit. The big question they must answer is How will we make sure the public understands what we want them to understand? To answer this question, they must ask themselves other questions, including the following:  Will we choose a theme and why? What images or other objects will we include? What will we write? Your task is to keep in mind everything you have learned so far as you go online to write an exhibit label or develop an exhibit of your own. **Culminating Activities Offline [Multiple Suggestions]** Have students create their own offline museum exhibit using the Culminating Performances Image Library and their work for the online activity [Share What You Have Discovered](http://www.plimoth.org/education/olc/activopener.html). Have students (alone, in groups, or as a class) pick an exhibit theme, write an introduction for the exhibit, select the images to be included, and write the label text for each image, describing the image and analyzing it as it relates to their chosen theme. Have students bring in contemporary images, books, etc. that represent the story of “The First Thanksgiving.” If possible, share with them some of the resources that you or your school currently uses to teach about Thanksgiving. Have students (alone, in groups, or as a class) select one of the resources and edit it based on their new understanding of what happened in 1621. If students select a text, they should also focus on the illustrations. In addition, you may want to have students share their suggested changes in a letter to the author or illustrator of the resource. Have students share the stories of the harvest celebration of 1621 that they wrote and revised through the lessons in this guide. They could send the story to their school or local paper, or read and discuss the story with other classes in the school.

## WHAT DID PILGRIMS & THE WAMPANOAG LOOK LIKE? (ART ACTIVITY) –

## <http://www.histarch.uiuc.edu/plymouth/Musepage2.html>

## WEEK SIX: SCAVENGER HUNT: “WHAT DO YOU KNOW”—Using notes and the Plimoth Plantation website students work in pairs to answer the following: **Probing Questions About the 1621 Harvest Celebration:** The few lines with which Edward Winslow describes the 1621 harvest celebration provide some important details, but the passage leaves many questions unanswered:

**How did the Wampanoag learn about what was happening? When did this event take place?**

\* Who was there?

• Why did Massasoit come?

• Were the Wampanoag invited?

• Was Massasoit visiting other Wampanoag villages, or did he come just to

visit the English at Plymouth?

• What other Wampanoag were present in addition to Massasoit’s group?

• Did this group include women? Children?

**What and how did they eat?**

• Where did everyone eat? In houses? Outside?

• How many meals took place?

• Who ate with Governor Bradford and Massasoit?

• Did Massasoit’s wives eat with him?

• How were people divided to eat?

• Who did the cooking? Where?

• Besides venison and wildfowl, what else did they eat?

• Did the people they thought were most important eat together?

**What were the “recreations”?**

• What were the “other recreations”?

• Did both English and Wampanoag participate in these recreations?

• Was there music? Dancing?

**What else happened?**

• Was there prayer or thanks given? By whom?

• Why did the men go hunting?

• What “others” received deer?

• Were the deer a gift?

• Who dressed and butchered the deer?

• Where did everyone sleep in a town with only seven houses?

• Did the Wampanoag build shelters near the town?

**How did the Wampanoag and English get along with each other?**

• How did Massasoit and his men approach the English town?

• Would Massasoit and his men have been armed?

• Where did Governor Bradford greet Massasoit?

• Who was with Governor Bradford?

• Was there a military salute?

• What did the military display look like?

• Was it meant to intimidate Massasoit?

• Were the English and Wampanoag friendly or wary of each other?

• How much interaction was there between the two cultures?

LOOKING AT PRIMARY SOURCE DOCUMENTS ACTIVITY: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/thanksgiving/>

 **Reenactment Introduction:** Students will be divided into Wampanoags and English Settlers, selecting names based on description of real individuals who were there. Costume sheets will be distributed, along with plans for building dwellings. Craft requirements: Settlers—corn husk dolls, children’s’ games, Readings (all must be read as a source for student ideas to make settlement seem more real), garden sheet, recipes (cooking), hornbooks. Wampanoag—wampum, wampum pouch, recipes, quillwork, dance bells, storytelling (Wampanoag legends—research online). English settlers will perform three plays at the settlement: “The First Winter,” “At Anchor,” and “Encounter in the Forest.” Wampanoag will perform two legend plays at their encampment.

WEEK SEVEN – View “The Dangerous Journey”

WEEK EIGHT-FOURTEEN – prepare for reenactment

WEEK PRIOR TO THANKSGIVING BREAK – PLIMOTH PLANTATION/WAMPANOAG RE-CREATION/REENACTMENT FOR K-6 & PARENTS

* **Students will be required to read Johnny Tremain, taking the AR test when finished**
* **Students will have take-home Monday PATRIOT exploration sheets which will be returned on Tuesday**
* **Students will select a topic to research pertaining to the American Revolution, utilizing notecards as a means to organize selected information in the eventual production of a Powerpoint presentation (research will be conducted after the “Liberty’s Kids” activity**

WEEK FIFTEEN – Introduction to Patriots Unit (colonies map). Reading Selection: “The Causes of the War: (Spotlight on America). BOSTON TEA PARTY (Liberty’s Kids). Concept-- Freedom is something that may have to be fought for yet on each side of a battle the people fighting have reasons to believe they are in the right.

Poem: “There was an old lady lived over the sea” (A History of US)—class discussion

 Student research at: <http://www.boston-tea-party.org/>

WEEK SIXTEEN – INTOLERABLE ACTS (Liberty’s Kids): In response to the Boston Tea Party, the British Parliament passes the "Intolerable Acts," including "quartering", which allows British soldiers to take over a colonists home without their permission. Boston becomes an occupied city (3/74-6/74). Meanwhile, in England, Ben Franklin faces charges of treason and gives one of the great speeches ever while refuting the charges (1/74). EMOTIONAL TAKEAWAY
People can disagree about important things but still help each other and be friends. FIRST CONTINENTAL CONGRESS: (Liberty’s Kids): At the First Continental Congress, representatives of each colony meet as a group for the first time. Sam and John Adams argue that the Intolerable Acts are not just a New England problem, they are an "American problem." The British shut down Boston Harbor to all trade and this further infuriates the colonists. Concept: Violence can get out of hand, no matter how noble the cause, and must never be used but as a last resort.

Background: **The First Meeting Towards Independence**
On September 5, 1774, delegates from 12 of the 13 colonies met for the first time at Carpenter's Hall in Philadelphia. Only Georgia didn't send a representative. [John Adams](http://www.pbs.org/wgbh/amex/adams/peopleevents/p_john.html) served as one of four Massachusetts delegates and quickly established himself as a strong proponent for independence. He said independence, not reconciliation, could be the colonies' only course. It was a radical idea. Many of the delegates feared more trade boycotts and brutalization in a war that could not be won, but Adams knew that war was unavoidable if freedom was to be secured. During these congressional sessions, he earned the nickname the "Atlas of Independence."

**Demands in Place**
By the time the First Continental Congress adjourned in October 1774, significant steps had been taken toward Adams' goal. The colonies had formed a united front: If one colony was attacked, the other colonies would defend it. Under The Declaration and Resolves, the Congress condemned British Parliament and [King George III](http://www.pbs.org/wgbh/amex/adams/peopleevents/p_kgeorge.html) for interfering in colonial matters and granted each colony the right to a colonial treasury and legislature. The Congress also passed the Suffolk Resolves in defiance of the Intolerable Acts (which would be repealed in 1778); set up the Continental Association to enforce a national embargo of trade with Great Britain; and called for the training of a colonial militia. Lastly the Continental Congress issued a petition, the Declaration of Rights and Grievances, to King George, a portion of which was written by [John Adams](http://www.pbs.org/wgbh/amex/adams/peopleevents/p_john.html). Something of a precursor to the [Declaration of Independence](http://www.pbs.org/wgbh/amex/adams/filmmore/ps_declaration.html), it called for greater American autonomy and limits on Parliament's power over the colonies. VOCABULARY ACTIVITY: Using an online thesaurus students rewrite the “Demands in Place” section to make it easier to understand. <http://www.wordcentral.com/>

WEEK SEVENTEEN: Patrick Henry’s speech (Liberty’s Kids): Patrick Henry, the greatest speaker of his day, stirs the South to the cause of freedom with his famous "Give me Liberty or give me death!" speech (3/23/75). Lord Dunmore's Proclamation offers liberty to any slave who will fight for the British (11/14/75) and full scale war comes a step closer as another colony agrees to fight. Concept: No person can ever have the right to own another and no matter how violently they try and impose their rule, they will ultimately fail. PAUL REVERE: Paul Revere and William Dawes spread the word that the "British are coming!" on the eve of "the shot heard 'round the world." There is no turning back now, for the war is about to begin. Concept: Bravery is often simply doing that which you know inside you must do. Activity: Longfellow’s poem, “The Midnight Ride of Paul Revere” – choral reading and discussion of fact meshing with imagination. RIGHTS AND RESPONSIBILITIES OF BRITISH CITIZENS – primary source document activity: Students work individually and in small groups to analyze documents and discuss the rights and responsibilities of Americans, past and present. http://www.masshist.org/revolution/

WEEK EIGHTEEN: THE SHOT HEARD ROUND THE WORLD: The Revolutionary War begins with the battles of Lexington and Concord. Minutemen -- citizens taking up arms -- fight the powerful, experienced Red Coats. They are outnumbered and outgunned but refuse to back down until shots are fired. Concept: Violence must be the last resort in any dispute for once it starts it is very hard to stop. GREEN MOUNTAIN BOYS: Trouble erupts in the New Hampshire Grants when settlers are forced from their homes (1770-1775). Ethan Allen and Benedict Arnold reluctantly join forces to capture Fort Ticonderoga in New York -- thereby expanding the war beyond New England (5/10/75). We also meet Benedict Arnold for the first time and see that he is in fact a brilliant soldier who is treated poorly by the local militia he has been sent to lead. Concept: If you truly believe in something, personal sacrifice is necessary. COLONIES FIGHT BRITISH TAXATION – In this activity, the class is divided into four groups. Each group is given readings and asked to summarize the type of political tactics used within the documents. **primary source document activit**y: http://www.masshist.org/revolution/

WEEK NINETEEN: THE SECOND CONTINENTAL CONGRESS: The colonies decide they need a national army. John Adams nominates George Washington -- over other candidates who include the President of Congress, John Hancock -- to lead the new force. Politics rears its ugly head but in the end George Washington is chosen. Concept: One must always be alert to what the true intentions of others are. BUNKER HILL: The first major battle of the war is fought. The Americans, with little ammunition are told, "don't shoot until you see the whites of their eyes." The battle results in a victory for the Crown, but at such a high cost to the British that the American cause gains needed momentum. Concept: There is nothing romantic or fun about war, the result of which is injury and death. THE EMERGING AMERICAN IDENTITY—internet primary source document activity: This is designed to be a one-period classroom activity. Individually, in pairs, or in small groups students can be assigned at least one historical quotation to analyze and present to the class. http://www.masshist.org/revolution/

WEEK TWENTY: BENJAMIN FRANKLIN: Ben Franklin is named the first Postmaster General of the colonies (7/26/75) and we learn the importance of communication and how long it took for letters and news to spread through the colonies and across the ocean. Ben's brilliance is evident as his methods of moving the mail speed things up. Concept: The pen can be mightier than the sword. WASHINGTON TAKES COMMAND: George Washington arrives in Boston to take command of the army (7/3/75). He has no idea if the New Englanders will follow a Virginian, but he is a born leader and quickly takes charge of the defense of Boston. After a yearlong siege, the British withdraw to New York (3/4/76). Concept: Leadership depends more on how you act and what you do then just what you say. CONFLICT AND COMPROMISE—primary source document internet activity: Using the following 5 documents, discuss the forces advocating both conflict and those advocating compromise at this time. Be sure to identify the context of the document. http://www.masshist.org/revolution/

WEEK TWENTY-ONE: COMMON SENSE: Thomas Paine publishes his famous pamphlet called "Common Sense". It is an instant best seller, read by everyone from General George Washington to the lowest private in the army. This has a profound effect on the mood of the Colonists and helps push the colonies further along the road toward freedom. Concept: Words can have as much power as bullets when they are used in the right way. THE FIRST FOURTH OF JULY: As German troops, called Hessians arrive off the coast of Staten Island (7/4/76) to help the British, John Adams finally convinces Congress that independence is the only answer to the colonies' problems. They ask Thomas Jefferson to write the first draft of a "Declaration of Independence." Shortly after the Declaration is signed on July 4th, a massive British fleet enters New York harbor. Ben Franklin realizes that "we must hang together or we will surely hang separately." Concept: One of the most powerful steps in doing something is to write down just what you are going to do and then set out to make it happen. TO PAY OR NOT TO PAY, THAT IS THE QUESTION—primary source document internet activity: Students will read and analyze documents, and host a mock trial in which a jury must decide whether or not individuals involved in throwing tea overboard in the Boston Tea Party broke the law and (if so) how they should be punished. http://www.masshist.org/revolution

WEEK TWENTY-TWO: BATTLE OF LONG ISLAND: At the Battle of Long Island, Washington fights the British in open field battles -- with catastrophic results (8/27-29/76). With his troops in disarray and his spirit nearly broken, the Commander vows to avoid open field battles and to instead borrow war tactics from the Indians. After the battle of Kip's Bay, the British take New York City (9/15/76) and the American forces look like they are in danger of losing the entire war. Concept: Leaders have doubts and fears like anyone else, however, they also have the conviction to keep going on the course they've chosen. THE TURTLE: An inventor has come up with a submersible ship that the colonists are going to use against the British fleet. Though the first attempt to sink a ship with a submarine fails (9/6/76), the blockade of New York is weakened by another example of Yankee ingenuity. Concept: New ideas have great power, even when they don't necessarily work out the way one thinks. REVOLUTIONARY LEAGUE DRAFT PICKS--This activity requires one to three class periods during which student groups representing the "Patriots" and the "Tories" draft players (actually historical characters or groups represented in primary source documents) to their teams based upon their professed or implied allegiance to either the Patriot or Tory cause. http://www.masshist.org/revolution

WEEK TWENTY-THREE: NATHAN HALE: A failed peace conference between the British Admiral Howe and John Adams and Ben Franklin convinces the American leaders that the British have no interest in making peace (9/11/76). While the meetings are ongoing, a new spy is sent out to get inside information for the colonists. However, Nathan Hale is caught spying and hanged (9/22/76) prior to which he utters his famous words "I regret that I have but one life to give to my country." Concept: True commitment and determination can turn a loss into a victory because of the effect it has on others. MOLLY PITCHER: Ben Franklin is appointed to a commission to negotiate a treaty with the French. He sails for France aboard the Reprisal (10/24/76). Just after he leaves, Fort Washington surrenders, which is a catastrophe for the American cause (11/12/76) as General Washington fails again to win a battle. Concept: Never let other people or preconceived stereotypes effect what you yourself believe is possible to accomplish. PRIMARY SOURCE INTERNET ACTIVITY: Seafaring Wanderers and Their Stories--During one class period, this assignment will encourage and develop students' ability to analyze primary source documents, work in teams, and using the information extracted from a letter and newspaper article and guidelines provided, develop a hypothetical dialogue. http://www.masshist.org/revolution

WEEK TWENTY-FOUR: THESE ARE THE TIMES THAT TRY MEN’S SOULS: This is the low point of the war for the Americans. Washington's adjutant, General Joseph Reed, questions the Commander's ability to lead. Another General, Lee ignores Washington's orders and is eventually captured by the British (12/13/76). The Continental Congress, anticipating attack, flees Philadelphia for Baltimore (12/12/76). Washington knows he must win a battle or the revolution will fail from lack of public support. Meanwhile, in the middle of the Atlantic Ocean, Franklin's thoughts and hopes are with the Americans. Concept: The way one behaves in the worst of times is a better indicator of character and strength, then how one behaves when everything is going well. CROSSING THE DELAWARE: Washington finally gets a victory when he re-crosses the Delaware River on Christmas Day, in a surprise move the British commander does not suspect. His troops defeat the sleeping Hessians at Trenton (12/26/76) and then Washington lights campfires to make it look like his men are bunking down for the night. Instead they march to Princeton and another victory (1/2/77). The country celebrates; and morale is restored amongst the soldiers. Concept: Sometimes it is hard to know what the truth is and when to tell it, with the only true guide being ones convictions. PRIMARY SOURCE DOCUMENT INTERNET ACTIVITY: Presentation and Analysis of Quotations:Over two class sessions, students will analyze quotations from documents that present ideas about independence and equality. http://www.masshist.org/revolution

WEEK TWENTY-FIVE: FRANKLIN IN PARIS & SMALLPOX: Ben Franklin arrives in France and sets up residence in Paris. He discovers that he is a celebrity there as he begins his uphill battle to enlist France in the American cause (12/28/76). Franklin's hopes are bolstered when news of the victories at Trenton and Princeton reach France (3/77). In America, civilians and soldiers alike fight the scourge of smallpox (1/77) with a new procedure called an inoculation. Concept: Science is sometimes as dependent upon faith as old traditions as one must sometimes trust new discoveries without proof. SYBIL LUDINGTON: Sixteen-year-old Sybil Ludington defies the standard view of what is proper for a young lady and makes her own courageous "midnight ride" in Westchester County, New York to help the rebels cause (4/26/77). Benedict Arnold fights for "respect" from Congress and grows more and more frustrated over the way he is being treated by the colonial leaders. Concept: Limitations that others place on us cannot stop one from achieving greatness if one's mind is set on it. PRIMARY SOURCE INTERNET ACTIVITY: HISTORY IS A SERIES OF DECISIONS-- In this activity, students will use primary source documents and will apply the concept of counterfactuals (What if? questions). Students will examine primary documents and create hypothetical situations of how the course of history could have been different based on some critical decisions. Students will express their thinking of how a look at counterfactual history can lead to a greater understanding and appreciation for the actual events that did occur prior to and during the American Revolution. http://www.masshist.org/revolution

WEEK TWENTY-SIX: LAFAYETTE: The 19-year-old Marquis de Lafayette arrives after an eventful journey from France and offers his services to Congress (7/27/77). After at first being turned down he is sent to George Washington, who virtually adopts him as his son. Lafayette distinguishes himself at the Battle of Brandywine Creek (9/11/77). News of his great courage helps the American cause in where Benjamin Franklin continues to lobby for support from the French government. Concept: Moral causes know no boundaries or borders and are everyone's responsibility to support. HESSIANS AT SARATOGA: General Horatio Gates defeats Burgoyne at the Battle of Saratoga (10/17/77). Benedict Arnold is the true hero of the battle but is angered when he fails to receive proper recognition. His righteous indignation leads Sarah to feel that his loyalty to the American cause is at risk. Concept: Every person has their own views of the world that must be respected and understood if we are ever to learn how to resolve conflicts without violence. PRIMARY SOURCE INTERNET ACTIVITY: **Documents about the Boston Massacre and the Biases of their Creators**--Documents reflect the personalities, perspectives and agendas of their creators. http://www.masshist.org/revolution

WEEK TWENTY-SEVEN: VALLEY FORGE: George Washington and his Continental Army endure a horrible winter at Valley Forge. Baron von Stueben writes a training program for the army and helps Washington's troops become a professional fighting unit. Lafayette proves his loyalty to Washington as The Conway Cabal, a plot to oust George Washington as commander of the army, fails. Concept: Even in the darkest times, if one stays focused on the ultimate goal, a light will shine through as a guide and positive things will happen. JOHN PAUL JONES: In a long, desperate battle, John Paul Jones and his wildly outgunned *Bonhomme Richard* defeat the British *Serapis* off the coast of England (9/23/79). Concept: Home is where the heart is. CREATIVE INTERNET ACTIVITY: Students will visit the website “Colonial Kids” and develop an online scavenger hunt designed for their classmates who will come in and sitting with the G.T. student work to solve the hunt. (2 class periods) http://library.thinkquest.org/J002611F/

WEEK TWENTY-EIGHT: FRANKLIN THE INVENTOR: This is a historical retrospective of Ben's numerous inventions. Concept: Genius truly is 1% inspiration and 99% perspiration. BOSTONIANS: John Adams and his son John Quincy return from France and are reunited with Abigail (8/2/79). John is asked to write the Massachusetts Constitution (8/9/79), which is a defining document of the emerging thought on rights. In New York Joseph Brant, a chief of the Iroquois Confederacy, is leading his people in a losing battle to coexist with the colonists. Concept: When it comes to war, no one comes out unharmed and good people on both sides of a conflict can do great harm to one another. COLONIAL KIDS SCAVENGER HUNT GUESTS

WEEK TWENTY-NINE: BENEDICT ARNOLD: Benedict Arnold tries to hand West Point over to the British (9/21/80) in the greatest act of treason in America's history. Arnold's plot is uncovered when his accomplice Major Andre is captured (9/23/80). George Washington is outraged by the treason. Concept: Betrayal can sometimes be the most damaging blow one can ever absorb. DEBORAH SAMSON: Deborah Samson masquerades as a man so she can enlist in the Continental army (5/20/1782-10/23/83). Her true identity is discovered while getting treatment for an injury. She is befriended by men who believe her to be a true hero. Washington and the French General Rochambeau disagree on whether to try to retake New York or move south against Cornwallis (1/81-5/81). Concept: Where there is a will there is a way. COLONIAL DANCES: http://www.colonialmusic.org/Resource/Danctyps.htm Hat Dance (<http://www.schooltube.com/video/27901/5th-Grade-Colonial-Dances>), students will learn other colonial dances and practice for program.

WEEK THIRTY: YORKTOWN: The climatic battle of the war if fought at Yorktown. Moses' brother Cato, a soldier on the British side who is fighting for his own freedom, is sent into harm's way by Cornwallis' racist orders, but is aided by a sympathetic Hessian soldier and escapes with his life. After a long siege, Cornwallis surrenders his sword and it's a huge victory for the Americans, but Washington is not yet convinced the war is over (10/19/81). Concept: Kindness comes in all sizes, races and sexes of people and it is the little acts of kindness, that when all added up, amount to the hope we all have for a humane future. BORN FREE AND EQUAL: Massachusetts slave "Mum Bett" sues for her freedom (5/28/1781). When she wins, she renames herself Elizabeth Freeman (8/81). With this decision and that in the case of another slave, Quok Walker, Massachusetts has abolished slavery (1783). In Great Britain, a bitter, recalcitrant King George III is finally convinced to recognize American independence and to go to the peace table. Concept: Though a society may have great problems, if they have rules and laws they live by, that are just, in the end they will have a chance of having a just society.

WEEK THIRTY-ONE: THE MAN WHO WOULDN’T BE KING: Ben Franklin and John Adams sign the peace treaty with England, ending the Revolutionary War (11/30/1783).
At Newburgh, New York, some members of Washington's officer corps want him to become King and take over the country. Washington puts down the revolt - with his eyeglasses (3/15/1783). He then races to Congress and resigns to become, once again, a farmer and private citizen (12/23/1783). When King Geroge III hears that the conquering general has not seized power, he says, "He will be remembered as the greatest man who ever lived." Concept: There are far better ways to show strength than by using physical force. Washington shows strength in displaying his own weakness. GOING HOME: With the signing of the Treaty of Paris, those loyal to the English King are forced to leave their homes in America. Many slaves move to Canada to avoid being returned to slavery. American soldiers return home, many of them to harsh poverty. The Shays Rebellion (explain) and other events make it clear that it's not enough the United States won the war. It needs a strong central government if it is to survive as a nation. Concept: The fight for freedom is not just on the battle ground, but in the government offices, on the streets and in the hearts and minds of the countrymen. It is a never ending fight.

WEEK THIRTY-TWO: WE THE PEOPLE: America's leaders meet at a convention in Philadelphia and decide to write a radical new Constitution. Ben Franklin, in his final moment on the world stage, helps forge the "Great Compromise" on legislative representation. James Madison writes much of the Constitution, the lawful embodiment of the promise of the Revolution (9/17/87). It includes the "odious compromise" on slavery that maintains the practice's legality in the United States. George Washington is inaugurated as the first President (4/30/1789). Concept: A Country is not it's flag, but instead the people that live within it from it's inception on. We are all linked by a common heritage based upon a common sense of rights and ideals. BEGIN PREPARING FOR PATRIOTS PROGRAM FOR K-6 & PARENTS

WEEKS THIRTY-THREE—THIRTY-SIX: Program Practice

 Program includes:

* 1. Patriot Plays: “Betrayal,” “A Brave Immigrant,” “Colonel Tye Loyalist Hero,” “Emily Geiger, Patriot.”
	2. choral reading of Paul Revere’s Ride
	3. reader’s theater or “The Declaration of Independence”
	4. Patriot Dances
	5. Patriot Powerpoints

MAIN WEBSITES USED DURING UNIT:

http://www.plimoth.org/

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/thanksgiving/>

## <http://www.histarch.uiuc.edu/plymouth/Musepage2.html>

<http://www.masshist.org/revolution/>