

'Decisions and Declarations'

Teaching American History Grant 2011
Jodi Delaney, Helena School District

Note: This unit is written for a Montessori 4th and 5th grade multi-age classroom. A portion of the social studies content is taught through communication arts lessons as the content to practice developing reading skills. The lessons included in this unit are only the activity portion that is to be taught during social studies lessons, and does not include the background building or extension lessons done during the communication arts block. Much of our day is spent in an independent work period, so there are no specific times listed for lessons. Generally, there is an introductory lesson that is less than 15 minutes long, followed by independent work (some of which a student may choose to do at home). Therefore, the amount of time spent on individual projects varies between students. Each of the following activities is a one-week plan in which all the parts will be completed over the course of the 5-day school week. There are three activities, so this is a three week unit. Unless otherwise stated, I grade all daily work (reflections in their notebooks, etc.) on a simple 10 point scale based on quality and completeness of the work.

Since we alternate between the 4th and 5th grade curricula each year, I was not able to teach the Colonial Era this year (we focused on the 4th grade topic: Montana History). Therefore, I do not have student examples to accompany these lessons as they are different from what I taught the last time we were in the American History cycle. This unit will be taught in the coming school year: 2011-2012.

Overall Essential Questions for this Unit:

What were some of the major decisions facing people during the Colonial Era, who made them, and what were their motivations?

What documents formalized these decisions and who were the people that made them?

Listing of all Essential Questions included in this unit:

Activity 1: Why would people leave Europe and come to the Colonies?

How would the reasons for relocating affect the choice of destination?

Activity 2: What does the Declaration of Independence say?

Who are the signers and what happened to them?

Activity 3: What are the Articles of Confederation and the Constitution?

Why do we have a Constitution and what does it do?

General Historical Background Information for Educators:

Montessori Philosophical Approach: This unit covers a broad swath of American History. For elementary students, it is important to focus more on the overarching themes and the narrative, rather than fixate on specific facts and details. For this reason, it is vital that the teacher have an understanding of the entire time period to address specific student questions as they arise, but is not trying to teach all of the intricacies of the time and events. Our goal is to prepare students for middle school and beyond with an impressionistic understanding of past events, persons, and eras, as well as the process skills to access and understand primary sources etc. so that future teachers may fill in the minutiae and details as students further develop their understanding of the past.

For general information on this time period, these are resources which I have found helpful:

Divine, Breen, Fredrickson, Williams, Roberts. *America Past and Present: Volume I to 1877 Brief 5th Edition*. New York: Longman, 2002. At the end of each chapter, there is a 'Recommended Reading' section that includes a succinct description of sources for readers wanting further information on specific topics. It is a sort of annotated bibliography in more of a friendly conversation format.

Youngs, J. William T. *American Realities: Volume I Historical Episodes, From First Settlements to the Civil War, 5th Edition*. New York: Longman, 2001. Contains vignettes on John and Thomasine Winthrop, William Byrd, Johnathan Boucher, etc.

The initial source of information for student use during this (and following) activity is our District's 5th grade social studies textbook and support materials--Viola, Bednarz, Cortes, Jennings, Schug, White. *Social Studies: United States History Volume I*. Boston: Houghton Mifflin, 2005. It is a fairly recent publication and includes a wide variety of pictures, primary sources and supporting materials. Additional to the activities and materials provided in this unit, the textbook has a booklet on primary sources that we will be using throughout the school year, several pages of which relate to this unit. Those lessons are part of the Communication Arts block.

Additional Online Materials and Resource List for the Unit:

www.freedomshrine.com This is the online support for the Freedom Shrine installation that most of our school have provided by the Exchange Club

Wikipedia pictures and information on Richard Hakluyt:
http://en.wikipedia.org/wiki/Richard_Hakluyt

www.ushistory.org The page with information about the Declaration of Independence Signers:
<http://www.ushistory.org/declaration/signers/index.htm>

Historical Maps: www.historycooperative.org/elibrary/hw/maplinks.html

National Archives (NARA): www.archives.gov

Essay on the Declaration of Independence Signers "The Price Paid"
<http://www.bethlehempaonline.com/signers.html>

Snopes.com article on the Signers: <http://www.snopes.com/history/american/pricepaid.asp>

Library of Congress <http://www.loc.gov/rr/program/bib/ourdocs/articles.html>

There are a number of trade books that I check out for student use during each unit of study. On our District's library circulation program ('Destiny') we are able to make and maintain lists of books for specific topics. Each of these lessons has a list of supporting trade books, which I can then check out en masse from the library system. Rather than make one very large list, I have left them in their smaller lists as they relate to each activity. There are some books which are useful for multiple lessons, and so appear on more than one list. Generally, I check out all the books I will need for the month, then students have ample time to peruse and read through any that interest them beyond the actual activity itself. These books are also used during our Communication Arts time and for independent work.

Activity 1: Understanding the Colonists

Essential Questions:

- Why would people leave Europe and come to the Colonies?
- How would the reasons for relocating affect the choice of destination?

Students will investigate: (based on National Standards for elementary students)

- Family life during the Colonial Era in the three main regions of English Colonies
- The dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams, and the sources of strength and determination that families drew upon and shared
- Ordinary people who have exemplified values and principles of American democracy
- The movements of large groups of people into what would become the United States during the Colonial Era

Historical Background:

(For general background information, please see the list of sources at the beginning of the unit.)

For this lesson, we are looking at the reasons Europeans (defined broadly to include English subjects) would have for leaving everything they've ever known, relocating to the 'New World', and the lifestyle they could expect to live once they arrive.

A few specific points of information that relate to this lesson:

“Leaving Home: Changes in the mother country occurring throughout the period of settlement help explain the diversity of English colonization. Far-reaching economic, political, and religious transformations swept seventeenth-century England. Many people left the villages where they were born in search of fresh opportunities. Thousands traveled to London, by 1600 a city of several hundred thousand inhabitants. Others set out for more exotic destinations. A large number of English settlers migrated to Ireland; lucrative employment and religious freedom attracted others to Holland. The most adventurous individuals went to the New World—to Caribbean islands such as Barbados or to the mainland colonies.

Various reasons drew the colonists across the Atlantic. The quest for a purer form of worship motivated many, while the dream of owning land attracted others. And a few came to escape bad marriages, jail terms, and poverty. But whatever their reasons for crossing the ocean, English men and women who emigrated to America in the seventeenth century left a mother country wracked by recurrent and often violent political and religious controversies. During the 1620s, the Stuart monarchs—James I (ruled 1603-1625) and his son Charles I (1625-1649)—fought constantly with the elected members of Parliament. In 1640, the conflict escalated into a bloody civil war between the king and supporters of Parliament. Finally, in 1649, the victorious parliamentarians beheaded Charles, and for almost a decade Oliver Cromwell, a brilliant general and religious reformer, governed England as Lord Protector.

The unrest did not end with the death of Charles I. After Cromwell's death, the Stuarts were restored to the throne (1660). But through the reigns of Charles II (1660-1685) and James II (1685-1688), the political turmoil continued. When the authoritarian James openly favored his fellow Catholics, the nation rose up in the so-called Glorious Revolution (1688), sent him into permanent exile, and placed his staunchly Protestant daughter, Mary, and son-in-law, William, on the throne.

Political turmoil, religious persecution, and economic insecurity determined the flow of emigration. Men and women thought more seriously about living in the New World at such times. Ever-changing conditions in England help explain the diversity of American settlement.

Regardless of when they came, the colonists carried with them a bundle of ideas, beliefs, and assumptions that shaped the way they viewed their new environment. The New World tested and sometimes transformed their values but never destroyed them. The different subcultures that emerged in America were determined largely by the interaction between these values and such physical elements as climate, crops, and soil. The Chesapeake, the New England Colonies, the Middle Colonies, and the Carolinas formed distinct regional identities that persisted long after the first settlers had passed from the scene.”

-- America: Past and Present (Volume I), pages 24-25.

“Richard Hakluyt the younger, a contemporary of William Shakespeare, advocated the creation of English colonies in the New World at a time when the advantages of this idea were far from self-evident. This book describes in detail the life and times of Hakluyt, a trained minister who became an editor of travel accounts. Hakluyt's Promise demonstrates his prominent role in the establishment of English America as well as his interests in English opportunities in the East Indies. The volume presents nearly 50 illustrations—many unpublished since the sixteenth century—and offers a fresh view of Hakluyt's milieu and the central concerns of the Elizabethan age.

Though he never traveled farther than Paris, young Hakluyt spent much of the 1580s recording information about the western hemisphere and became an international authority on overseas exploration. The book traces his rise to prominence as a source of information and inspiration for England's policy makers, including the queen, and his advocacy for colonies in Roanoke and Jamestown. Hakluyt's thought was shaped by debates that stretched across Europe, and his interests ranged just as widely, encompassing such topics as peaceful coexistence with Native Americans, the New World as a Protestant Holy Land, and in, his later life, trade with the Spice Islands.”

--Publisher description for Hakluyt's Promise: an Elizabethan's Obsession for an English America by Peter C. Mancall

Note: Extension lessons will be done during Communication Arts time to discuss those individuals who were not willing travelers to the colonies. Prior units will discuss the inhabitants already living in North America prior to European settlement (based on Indian Education for All lessons provided by our IEFA coaches).

Students will be looking online for images and maps that relate to their colonies. Although they may find them in a variety of places, these are websites they will be directed towards:

www.ushistory.org

www.wikipedia.org

Historical Maps: www.historycooperative.org/elibrary/hw/maplinks.html

National Archives (NARA): www.archives.gov

Smithsonian Institute: www.si.edu

Materials:

- PowerPoint file named 'Understand Colonists'
- Textbooks and trade books
- Posterboard, markers, etc.
- Laptops and printer (for images/maps)
- Social Studies notebooks, writing utensils
- Letters to Families character slips (see resource section)

Activity:

Part 1: View the PowerPoint titled 'Understand Colonists' to introduce this lesson. During the first slide, read aloud the section from *America: Past and Present* (see resource section) about Richard Hakluyt (also included in the 'notes' section of the PowerPoint). The general instructions for the activity itself are on the slides that follow.

Students will be divided into three groups for the first phase of this activity. They will create one large poster per group that contains all the requirements for their product and present each one to the class (see the rubric for assessment).

Part 2: After the presentations, the students will each pull a slip of paper with a description of a person on it (see resources section). Based on their given description, each student will write a letter to their extended family describing their intended decision on relocating to the New World (see the rubric for assessment). We will do one letter together as a class to model the process. Share some of the final letters if there is time.

Students will complete the Unit 3 test after this project is completed (see the resource section for test and answer key).

Additional Sources and Resources:

From the Smithsonian Institution Research Information System: Mancall, Peter C. *Hakluyt's Promise: an Elizabethan's obsession for an English America*. New Haven: Yale University Press, 2007.

Additional support material will be used during the Communication Arts lessons, especially the handouts provided by Professor Butler regarding religion in the Colonies and the 'Great Awakening' as our textbook still contains the traditional narrative. The remaining materials are all contained within the 5th grade textbook program or trade books from our school library:

- Arenstam, Peter, John Kemp, and Catherine O. Grace. *Mayflower 1620 : a new look at a pilgrim voyage*. Washington, D.C.: National Geographic, 2003. Print.
- Bauer, Brandy. *The Virginia Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- Brown, Don. *Let it begin here! : April 19, 1775, the day the American Revolution began*. New York: Roaring Brook Press, 2008. Print.
- Bruchac, Joseph. *Squanto's journey : the story of the first Thanksgiving*. Orlando, Fla.: Voyager Books/Harcourt, 2007. Print.
- Cook, Peter, and David Salariya. *You wouldn't want to sail on the Mayflower! : a trip that took entirely too long*. New York: Franklin Watts, 2005. Print.
- Deady, Kathleen W. *The Massachusetts Bay Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- ---. *The New Hampshire Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- ---. *The Rhode Island Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- Doak, Robin S. *Smith : John Smith and the settlement of Jamestown*. Minneapolis, MN: Compass Point Books, 2003. Print.
- Dubois, Muriel L. *The Connecticut colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- ---. *The Delaware Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- ---. *The New Jersey Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- Earle, Alice M. *Home life in colonial days*. Mineola, N.Y.: Dover Publications, 2006. Print.
- Fradin, Dennis B. *The New Hampshire colony*. Chicago: Children's Press, 1988. Print.
- ---. *The New Jersey colony*. Chicago: Children's Press, 1991. Print.
- ---. *The New York Colony*. Chicago: Children's Press, 1988. Print.
- Fritz, Jean. *The Lost Colony of Roanoke*. New York: G.P. Putnam's Sons, 2004. Print.
- Gibson, Karen B. *New Netherland : the Dutch settle the Hudson Valley*. Hockessin, Del.: Mitchell Lane Publishers, 2007. Print.
- Grace, Catherine O., Margaret M. Bruchac, and Inc Plymouth Plantation. *1621 : a new look at Thanksgiving*. Washington, DC: National Geographic Society, 2001. Print.

- Haberle, Susan E. *The North Carolina Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- ---. *The South Carolina Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- Harkins, Susan S., and William H. Harkins. *Jamestown : the first English colony*. Hockessin, Del.: Mitchell Lane Pub., 2007. Print.
- Hinman, Bonnie. *The Massachusetts Bay Colony : the Puritans arrive from England*. Hockessin, Del.: Mitchell Lane, 2007. Print.
- Hintz, Martin. *The New York Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- Hirschfelder, Arlene B. *Squanto, 1585?-1622*. Mankato, Minn.: Blue Earth Books, 2004. Print.
- Lange, Karen E. *1607 : a new look at Jamestown*. Washington, D.C.: National Geographic, 2007. Print.
- Marx, Mandy. *The Maryland Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- Miller, Lee. *Roanoke : the mystery of the lost colony*. New York: Scholastic Nonfiction, 2007. Print.
- Morley, Jacqueline, and David Salariya. *You wouldn't want to be an American colonist! : a settlement you'd rather not start*. New York: F. Watts, 2004. Print.
- Nobleman, Marc T. *The thirteen colonies*. Minneapolis, MN: Compass Point Books, 2002. Print.
- Osborne, Mary P., Natalie P. Boyce, and Sal Murdocca. *Pilgrims : a nonfiction companion to Thanksgiving on Thursday*. New York: Random House, 2005. Print.
- Philbrick, Nathaniel. *The Mayflower and the Pilgrims' New World*. New York: Putnam, 2008. Print.
- Schumacher, Tyler. *The Georgia Colony*. Mankato, Minn.: Capstone Press, 2006. Print.
- Tracy, Kathleen. *Plymouth Colony : the Pilgrims settle in New England*. Hockessin, Del.: Mitchell Lane Publishers, 2007. Print.
- Whitehurst, Susan. *William Bradford and Plymouth : a colony grows*. New York: PowerKids Press, 2002. Print.
- Wirkner, Linda. *Learning about life in the new American nation with graphic organizers*. New York: PowerKids Press, 2005. Print.
- Witteman, Barbara. *Miles Standish : colonial leader*. Mankato, Minn.: Capstone Press, 2004. Print.

Resources for Activity 1: Understanding the Colonists

“Richard Hakluyt, a supremely industrious man, never saw America. Nevertheless, his visions of the New World powerfully shaped public opinion. He interviewed captains and sailors and carefully collected their travel stories in a massive book titled The Principall Navigations, Voiages, and Discoveries of the English Nation (1598). Although each tale appeared to be a straightforward narrative, Hakluyt edited each piece to drive home the book’s central point: England needed American colonies. English settlers, he argued, would provide the mother country with critical natural resources, and in the process they would grow rich themselves.

As a salesman for the New World, Hakluyt was as misleading as he was successful. He failed to mention the rich cultural diversity of the Native Americans and the varied backgrounds of the Europeans. Nor did he say a word about the sufferings of Africans in America. Instead he led many ordinary men and women who traveled to America to expect nothing less than paradise on earth. As the history of Jamestown was soon to demonstrate, the harsh realities of America bore little relation to those golden dreams.”

--America: Past and Present (Volume I) page 20.

Rubric for persuasive posters:

Full group participation	10 points	
Quality of historic background information	10 points	
Presence of images/maps and sources cited	10 points	
Quality of poster design	10 points	
Quality of presentation to the class	10 points	
Total Score	50 points possible	

Rubric for letters home:

Follows correct friendly letter format, mechanics	5 points	
Paragraph 1: Fully explains their plan (where they will move to and what they plan on doing, etc.)	5 points	
Paragraph 2: Fully explains the reasons behind their decision	5 points	
Paragraph 3: Fully explains what sort of life they expect when they reach their destination	5 points	
Total Score	20 Points Possible	

Character Slips for Letters to Families:

<p>Once wealthy, your family supported the losing side of a civil war between the Parliament and the King. Now all your land and titles have been taken away. You had an excellent education and are used to living well with servants to do the difficult work.</p>	<p>You are a silversmith who has always dreamed of owning your own business. In England, the competition is too tough for you to start a new shop of your own. You need to find a place in the New World where there are fewer silversmiths to compete with, but still enough customers to serve.</p>	<p>You've spent your whole life in the same village your family has lived in for hundreds of years. You want to escape and adventure to new and amazing places where there are all sorts of different people. Although you have little money, you know that you can work hard to make yourself successful.</p>
<p>You are a Quaker who does not approve of the way many English live. You want to move somewhere that allows Quakers to live as they want in their own communities.</p>	<p>You are an Anglican preacher for the Church of England and believe that you must bring the teachings of the Church to those brave souls living in the New World.</p>	<p>You are disgusted with the Church of England and feel that you need to join a community that will live a 'purer' religious life.</p>
<p>You are a tough lady who is married to a terrible husband. You can't get a divorce, but want to get far, far away from him and live a life of your own. You need to find somewhere that will employ a woman and allow you more freedom than you currently have.</p>	<p>You come from a family of Dutch merchants. Buying and trading goods has brought your family a good deal of wealth, and you are looking to expand your business. You need to find a trading center where ocean-going ships can dock safely.</p>	<p>Your family has some connections to the wealthy Lords and Ladies, but are not considered 'good enough' to join their society. You want to create a large plantation to make yourself wealthy enough to marry your children to people with royal titles.</p>
<p>You are an Irish farmer and despise the English. You want to be able to take your family somewhere they can farm their own land in peace as far away from the British King and Queen as possible.</p>	<p>You are concerned by the constant fighting between Kings and the Parliament. You are afraid that your family might get hurt if another civil war starts, so you want to find somewhere safer and farther away from the politics of England.</p>	<p>You are proud to be English and want to make your country even better. You have heard in Church that strong, fearless colonists are needed to tame the savage New World and keep the French and Spanish from expanding into new territory.</p>
<p>You are a Catholic who is tired of being treated poorly in England. You want to live somewhere where you can get away from the Church of England and worship as you want.</p>	<p>You are the youngest child in a very large family. Your oldest brother is going to inherit everything, leaving you with nothing. You have learned the trade of printing and hope to find a job with a printer.</p>	<p>You owe a lot of money to a lot of people. You need to quietly disappear for a while and go somewhere you can start all over again. You are hoping to get rich quick growing tobacco so you can return home and pay back the people you owe.</p>
<p>You are a poor farmer whose family has always had to work the lands of wealthy nobles. You want a piece of land to call your own and someday pass on to your own children.</p>	<p>You are a farmer who does not approve of using slaves and thinks drinking is evil. You want to find a place with rich, fertile soil to start a new farm.</p>	<p>You are from a family of fishermen. The cod fishing has been terrible the past few years and you are looking to move somewhere with richer waters.</p>

Activity 2: Declaration of Independence

Essential Questions:

- What does the Declaration of Independence say?
- Who are the signers and what happened to them?

Students will investigate: (based on National Standards for elementary students)

- How the United States government was formed and the nation's basic democratic principles set forth in the Declaration of Independence
- Historic figures that have exemplified values and principles of American democracy
- Events that celebrate and exemplify fundamental values and principles of American democracy
- How the Declaration of Independence is a national symbol through which American values and principles are expressed
- Folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.

Historical Background:

(For general background information, please see the list of sources at the beginning of the unit.)

For this lesson, we are developing a basic understanding of the Declaration of Independence. Students will actively translate it into more modern, familiar language, which means the teacher must also understand the content of the Declaration. Students will also better understand the reasons given by colonists who supported revolution and how they tried to persuade others to join their cause through this document.

"[Thomas] Paine's greatest contribution to the revolutionary cause was persuading common folk to sever their ties with Great Britain. "Europe, and not England," he exclaimed, "is the parent country of America. This new world hath been the asylum for the persecuted lovers of civil and religious liberty from every part of Europe." The time had come for the colonists to form and independent republic. "We have it in our power," Paine wrote in one of this most moving statements, "to begin the world over again...The birthday of a new world is at hand."

On July 2, 1776, after a long and tedious debate, Congress finally voted for independence. The motion passed: twelve states for, none against. Thomas Jefferson, a young Virginia lawyer and planter who enjoyed a reputation as a graceful writer, drafted a formal declaration that was accepted two days later with only minor alterations. Much of the Declaration of Independence consisted of a list of specific grievances against George III and his government. But the document's enduring fame rests on statements of principle that are tested anew in each generation of Americans: that "all men are created equal"; that they are endowed with certain rights, among which are "life, liberty, and the pursuit of happiness"; and that governments are formed to protect these rights."

-- America: Past and Present (Volume I), page 111.

For full text of the Declaration of Independence, see:

<http://www.freedomshrine.com/historic-documents/declaration-of-independence.php>

Our student textbook also has a full text version in the Resources section (R8-R10) which includes sidebars explaining it in more student-friendly wording.

Materials:

- Freedom Shrine or other copy of the Declaration of Independence
- Laminated copies of the Declaration of Independence sheets (one per group; see resource section)
- Cut out and laminated sets of the modern language cards, each set in an envelope (one per group; see resource section)
- Wet erase marker (one per group)
- ‘What Happened to the Signers of the Declaration of Independence?’ essay also called ‘The Price they Paid’ in some sources (see resource section)
- Laptops to access Snopes.com and USHistory.org
- Social Studies notebooks to write observations and record notes (one per student)
- 3x5 notecards
- Trade books from the library (see resource list)

Activity:

Part 1: Locate the Declaration of Independence on the Freedom Shrine in the hallway. Have students share what they observe about the document (handwritten, fancy lettering, lots of signatures)

Hand out the Declaration pages and envelopes of modern language equivalents to each table. Students will work in small groups at their tables (6 total groups). Each table will get a copy of the original wording from the Declaration of Independence (all on one sheet), the smaller slips of a more modern translation in an envelope, and a wet erase marker. Tell them they are going to attempt to match the original language with the modern versions.

The group must first read the Declaration of Independence box, then read through the modern language slips to match them. Each member of the group must participate by taking turns reading the selections out loud. Once they have decided on a match, they should underline key words on both selections that help support their belief that they correlate.

Once all the groups believe they have matched all the cards, go around the room so each table can share a match until all have been shared. The tables should explain which key words helped them make their decisions. Students will be graded on their notes in the social studies notebooks—10 points—based on completeness and quality.

Discuss general observations students noticed during this exercise (How has our use of language changed? Do people speak more formally in certain circumstances, such as a legal document? etc.)

Written response: Read through pages R8-R10 from the textbook (a copy of the Declaration of Independence with sidebar explanations of important points similar to the card-matching activity). In Social Studies notebooks, have the students reflect on whether or not they think this document would have inspired them to go to war against England (in a quality paragraph with supporting details etc.). This is another 10 point daily assignment.

Part 2: The Signers and Folklore

List off some of the names of the signers and ask students to raise their hands for any of the names that sound familiar. One person from each group will read their section of the ‘What Happened to the Signers of the Declaration of Independence?’ essay aloud. Have students list off the emotions that essay inspires and write them on the board. Are these strong emotions? Patriotic? Why would people want you to feel like that about your country and Founding Fathers?

Each group will go onto: <http://www.snopes.com/history/american/pricepaid.asp> to look at what it has to say about their section of the essay. The groups will report what they learned to the class.

Discussion: Did you have the same emotions after reading the Snopes version as the first? Did hearing more historical details change how you felt about the Signers? Do you think the Snopes version is a reliable source? Why or why not? Students will write down their reactions in their Social Studies notebooks for a 10 point daily assignment.

Go to <http://www.ushistory.org/declaration/signers/index.htm> and have each student choose two Signers. Students will create an index card of information about each Signer. This should include the basic information listed, as well as interesting tidbits. They will also print out the picture to glue onto the card. These will go into a card file that will be on the Social Studies shelf as an Independent Work. Each card is worth 5 points daily grade (10 points total)

Students may also choose to do independent reading and research from the bookshelf of supporting trade books:

- Adler, David A., and Michael S. Adler. *A picture book of Samuel Adams*. New York: Holiday House, 2005. Print.
- Beschloss, Michael R., Albert H. Small Declaration of Independence, and Silverthorn Films. *Declaring independence : the origin and influence of America's founding document*. Charlottesville, Va.: University of Virginia Library, 2010. Print.
- Burgan, Michael. *The Declaration of Independence*. Minneapolis, MN: Compass Point Books, 2001. Print.
- Fradin, Dennis B. *The signers : the fifty-six stories behind the Declaration of Independence*. New York: Walker & Co., 2002. Print.
- Freedman, Russell. *Give me liberty! : the story of the Declaration of Independence*. New York: Holiday House, 2000. Print.
- Fritz, Jean. *Will you sign here, John Hancock?*. New York: Coward, McCann & Geoghegan, 1976. Print.
- Gragg, Rod. *The Declaration of Independence : the story behind America's founding document and the men who created it*. Nashville, Tenn.: Rutledge Hill Press, 2005. Print.
- Kallen, Stuart A. *John Hancock*. Edina, MN: Abdo Pub. Co., 2001. Print.
- ---. *Samuel Adams*. Edina, MN: Abdo, 2001. Print.
- ---. *Thomas Jefferson*. Edina, MN: Abdo, 2001. Print.
- Leavitt, Amie J., and United States. *The Declaration of Independence in translation :*

what it really means. Mankato, Minn.: Capstone Press, 2009. Print.

- Micklos, John. *From thirteen colonies to one nation*. Berkeley Heights, NJ: Enslow Elementary/Enslow Publishers, 2008. Print.
- Munves, James. *Thomas Jefferson and the Declaration of Independence : the writing and editing of the document that marked the birth of the United States of America*. New York: Scribner, 1978. Print.
- Oberle, Lora P. *The Declaration of Independence*. Mankato, Minn.: Bridgestone Books, 2002. Print.
- Schleifer, Jay. *Our Declaration of Independence*. Brookfield, CT: Millbrook Press, 1992. Print.
- St George, Judith. *The journey of the one and only Declaration of Independence*. New York: Philomel Books, 2005. Print.
- Stanton, Terence M. *The Declaration of Independence*. New York: PowerKids Press, 2009. Print.
- States, United, and Thomas Jefferson. *The Declaration of Independence*. New York: Scholastic Nonfiction, 2002. Print.
- Welsbacher, Anne. *Thomas Jefferson*. Edina, Minn: Abdo Pub., 1999. Print.

Resources for Activity 2: Declaration of Independence

Group 1	<p style="text-align: center;">What Happened to the Signers of the Declaration of Independence?</p> <p>Five signers were captured by the British and brutally tortured as traitors. Nine fought in the War for Independence and died from wounds or from hardships they suffered. Two lost their sons in the Continental Army. Another two had sons captured. At least a dozen of the fifty-six had their homes pillaged and burned.</p> <p>What kind of men were they? Twenty-five were lawyers or jurists. Eleven were merchants. Nine were farmers or large plantation owners. One was a teacher, one a musician, and one a printer. These were men of means and education, yet they signed the Declaration of Independence, knowing full well that the penalty could be death if they were captured.</p>
Group 2	<p>In the face of the advancing British Army, the Continental Congress fled from Philadelphia to Baltimore on December 12, 1776. It was an especially anxious time for John Hancock, the President, as his wife had just given birth to a baby girl. Due to the complications stemming from the trip to Baltimore, the child lived only a few months.</p> <p>William Ellery's signing at the risk of his fortune proved only too realistic. In December 1776, during three days of British occupation of Newport, Rhode Island, Ellery's house was burned, and all his property destroyed.</p>
Group 3	<p>Richard Stockton, a New Jersey State Supreme Court Justice, had rushed back to his estate near Princeton after signing the Declaration of Independence to find that his wife and children were living like refugees with friends. They had been betrayed by a Tory sympathizer who also revealed Stockton's own whereabouts. British troops pulled him from his bed one night, beat him and threw him in jail where he almost starved to death. When he was finally released, he went home to find his estate had been looted, his possessions burned, and his horses stolen. Judge Stockton had been so badly treated in prison that his health was ruined and he died before the war's end. His surviving family had to live the remainder of their lives off charity.</p> <p>Carter Braxton was a wealthy planter and trader. One by one his ships were captured by the British navy. He loaned a large sum of money to the American cause; it was never paid back. He was forced to sell his plantations and mortgage his other properties to pay his debts.</p>
Group 4	<p>Thomas McKean was so hounded by the British that he had to move his family almost constantly. He served in the Continental Congress without pay, and kept his family in hiding.</p> <p>Vandals or soldiers or both looted the properties of Clymer, Hall, Harrison, Hopkinson and Livingston. Seventeen lost everything they owned.</p> <p>Thomas Heyward, Jr., Edward Rutledge and Arthur Middleton, all of South Carolina, were captured by the British during the Charleston Campaign in 1780. They were kept in dungeons at the St. Augustine Prison until exchanged a year later.</p>

Group 5	<p>At the Battle of Yorktown, Thomas Nelson, Jr. noted that the British General Cornwallis had taken over the family home for his headquarters. Nelson urged General George Washington to open fire on his own home. This was done, and the home was destroyed. Nelson later died bankrupt.</p> <p>Francis Lewis also had his home and properties destroyed. The enemy jailed his wife for two months, and that and other hardships from the war so affected her health that she died only two years later.</p>
Group 6	<p>"Honest John" Hart, a New Jersey farmer, was driven from his wife's bedside when she was near death. Their thirteen children fled for their lives. Hart's fields and his grist mill were laid waste. For over a year he eluded capture by hiding in nearby forests. He never knew where his bed would be the next night and often slept in caves.</p> <p>When he finally returned home, he found that his wife had died, his children disappeared, and his farm and stock were completely destroyed. Hart himself died in 1779 without ever seeing any of his family again.</p> <p>Such were the stories and sacrifices typical of those who risked everything to sign the Declaration of Independence. These men were not wild-eyed, rabble-rousing ruffians. They were soft-spoken men of means and education. They had security, but they valued liberty more. Standing tall, straight, and unwavering, they pledged:</p> <p>"For the support of this declaration, with a firm reliance on the protection of the Divine Providence, we mutually pledge to each other, our lives, our fortunes, and our sacred honor."</p> <p>Are there any among us who would do likewise?</p> <p style="text-align: right;">--Author Unknown</p> <p>(This version taken from http://www.bethlehempaonline.com/signers.html)</p>

Excerpt from Declaration of Independence:	
Excerpt 1: “When in the course of human events it becomes necessary for one people to dissolve the political bonds which have connected them with another and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.”	
Excerpt 2: “We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.”	
Excerpt 3: “...to secure these [basic] rights, governments are instituted among men, deriving their just powers from the consent of the governed...”	
Excerpt 4: “...that whenever any form of government becomes destructive [in protecting rights and responding to the people], it is the right of the people to alter or abolish it, and to institute a new government...”	
Excerpt 5: “The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having, in direct object, the establishment of an absolute tyranny over these States.”	
Excerpt 6: “To prove [that England has interfered with colonial rights], let the facts be submitted to a candid world: He has refused to assent to laws the most wholesome and necessary for the public good.”	
Excerpt 7: “In every state of these oppressions, we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.”	
Excerpt 8: “We, therefore...solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states...”	

England has interfered with colonists' rights many times. By interfering, England has unfairly told the Americans what to do.

Individuals have some basic rights that are obvious and that should not be taken away. Freedom, for example, is one of those rights.

We now consider ourselves to be an independent country.

Here is proof that England has interfered with our rights: the King has not allowed laws that help the colonists the most.

When one group of people is going to break away from a country to make its own nation, they should explain why they are doing it.

When a government is taking away the rights of its people and is not doing what the people want, then the citizens have the right to change or replace the government.

Every time we colonists felt we were being treated unfairly, we wrote to the King. He answered by treating us more unfairly. A ruler who abuses his power should not be able to rule us.

Governments are made to make sure people's rights are protected. Government power should come from the people (voting for leaders instead of a royal family).

Reformatted and adapted from Donna Troest's lesson at <http://www.fitchburgstate.edu/tah/colonialamericalessonplans.cfm>

Activity 3: Articles vs. Constitution

Essential Questions:

- What are the Articles of Confederation and the Constitution?
- Why do we have a Constitution?

Students will investigate: (based on National Standards for elementary students)

- How the United States government was formed and the nation's basic democratic principles set forth in the Constitution
- Historic figures that have exemplified values and principles of American democracy
- Events that celebrate and exemplify fundamental values and principles of American democracy
- How the Constitution is a national symbol through which American values and principles are expressed

Historical Background:

(For general background information, please see the list of sources at the beginning of the unit.)

For full text of the Articles of Confederation:

<http://www.loc.gov/rr/program/bib/ourdocs/articles.html>

For full text of the Constitution:

<http://www.freedomshrine.com/historic-documents/united-states-constitution.php>

Our student textbook also has a full text version, including original language that has since been changed by amendment—there are lines going through the words that are no longer in effect. There are also sidebars to help explain each part in more student-friendly language. This is in the Resource section, pages R11-R28.

“By 1789, one phase of American political experimentation had come to an end. During these exciting years, the people gradually, often haltingly, learned that in a republican society, they themselves were sovereign. They could no longer blame the failure of government on inept monarchs or greedy aristocrats. They bore a great responsibility. Americans has demanded a government of the people only to discover during the late 1780s that in some situations the people cannot be trusted with power, that majorities can tyrannize minorities, that the best government can abuse individual rights. They had the good sense, therefore, to establish an effective system of checks and balances that protected the people from themselves.

The country's prospects seemed brighter. Benjamin Franklin captured the national mood during the final moments of the constitutional convention. As the delegates came forward to sign the document, he observed that there was a sun carved on the back of Washington's chair. “I have...often in the course of the session...looked at the sun behind the President without being able to tell whether it was rising or setting: but now at length I have the happiness to know that it is a rising and not a setting sun.”

-- *America: Past and Present (Volume I)*, pages 142-143.

Materials:

- *Liberty's kids. We the people Going home.* DIC Entertainment Corp., 2002. Film. (You can find it online as well—YouTube)
- Trade books from the library (see resource list)
- Student Textbooks
- Social Studies notebooks, writing utensils
- Topic assignments slips (see resource section)

Activity:

Part 1: Watch the last episode of Liberty's Kids: *We the People, Going Home*. (60 minutes)

"Liberty's kids is a truly 'revolutionary' children's animated series that entertains 7 to 12-year-olds while introducing them to the exciting stories and people behind the birth of a nation. Set in late 18th-century America, the program unfurls its historical vignettes through the eyes of two teenage apprentices, Sarah Phillips and James Hiller. The two work in Benjamin Franklin's print shop and discover first-hand the great adventures of the American Revolution."--Container.

Episode Full Recap: We first see James on horseback in Massachusetts describing to his readers how some veterans of the war can't pay their debts and their land is being taken away by the government. Next, we see a disgruntled veteran farmer in court expressing his contempt for the government taking his farmland. As the farmer is dragged out of the courtroom, James writes about what he is witnessing. At night, with James reporting what he sees, a group of disgruntled war veteran farmers threatens to close down the courts "any way they can." In Mount Vernon, George Washington informs James Madison in a letter that he fears that the new government is on the verge of collapse. He informs Madison of Daniel Shay's rebellion in Massachusetts and other rebellions in Maryland and Virginia. He says that the country is threatened by an "excess of democracy" or "tyranny of the mob" and hopes that something can be done to solve this problem when they meet in Philadelphia. In the next scene, we see Washington and Dr. Franklin having tea and discuss the idea of scrapping the Articles of Confederation and draft a new Constitution. Washington asks Franklin to be president of the convention, but Franklin declines and tells Washington that he should preside over it. As the delegates gather in Philadelphia, James meets up with Alexander Hamilton and tells him that he believes in a strong central government. James and Sara then ask the delegates' opinions before they enter the convention--each with different motives and ideas. James and Sara try to get in the convention but they are kicked out. At night, Dr. Franklin tells James and Sara about what happened in the convention that day and describes The Three Branches of Government. Back at the convention, the delegates continue to debate about the problem with representation. While they argue, James and Sara try tirelessly to listen in, but with no success. As the convention seems to fall apart, Dr. Franklin comes up with a solution on representation: 2 Senators from each state; and proportional representation in the House of Representatives. The "Great Compromise" is adopted. However issues with the presidency and slavery continue to be argued. But in the end, the new Constitution is ratified. Back in Dr. Franklin's house, Moses tells him that he will start a school for Black children with his own money.

In the final scene of the series, we see George Washington taking the oath of office as the first President of the United States of America. We also see James, Sara, Moses, and Dr. Franklin walking home as a bell tolls.

http://www.tv.com/libertys-kids/we-the-people/episode/194473/recap.html?tag=episode_recap;recap

Part 2: The students are going to create a newspaper ‘pamphlet’ about the Constitution. In the style of Ben Franklin and other printers, the students will all write articles about specific topics related to the Articles of Confederation and the US Constitution. They will be writing it as though they were reporters on the scene just after the Constitutional Convention ended and during the ratification process (similar to the fictitious characters in the video). Topics will be assigned to students to work on in pairs. Each pair will research their topic, type up an article, then, we will compile them into one document which will be printed up for each student. See the rubric for grading.

Textbook pages to start research:

A New Nation: pgs. 296-301 (Articles of Confederation, Shay’s Rebellion, and Chain of Debt)

Constitutional Convention: pgs. 302-307

The Constitution: pgs. 312-317

Bill of Rights: pgs. 334-335

Students will use the trade books to further research and may also research online (cite sources).

Reflection: After reading everyone’s articles, if you were voting on ratification, what would you decide about the Constitution? Do you like it? Hate it? Somewhere in the middle? What do you think about this discussion of a Bill of Rights? Which historical person do you most agree with? This is a 10 point daily assignment.

Note: This lesson also does not include extension lessons done during Communication Arts time that looks more specifically at the reading of the documents (vocabulary building, comparing the two Preambles, etc.).

Students will take the Unit 4 test from the textbook series after this project is complete (see resource section for test with answer key).

Students may also choose to do independent reading and research from the bookshelf of supporting trade books:

- Adler, David A., and Michael S. Adler. *A picture book of Samuel Adams*. New York: Holiday House, 2005. Print.
- Aloian, Molly. *Constitution Day*. St. Catherine’s, ON: Crabtree Pub., 2009. Print.
- Banfield, Susan. *James Madison*. New York: F. Watts, 1986. Print.
- Burgan, Michael. *The Bill of Rights*. Minneapolis, Minn.: Compass Point Books, 2002. Print.
- Cheney, Lynne. *We the people : the story of our Constitution*. New York: Simon & Schuster Books for Young Readers, 2008. Print.
- Davidson, Margaret. *The story of Benjamin Franklin : amazing American*. Milwaukee, WI: Gareth Stevens Pub., 1997. Print.
- Fathers, Founding. *We the kids : The preamble to the Constitution of the United States*. New York, NY: Scholastic Inc., 2002. Print.

- Fradin, Dennis B. *The founders : the 39 stories behind the U.S. Constitution*. New York: Walker, 2005. Print.
- ---. *Who was Ben Franklin?*. New York: Grosset & Dunlap, 2002. Print.
- Freedman, Russell. *In defense of liberty: the story of America's Bill of Rights*. New York: Holiday House, 2003. Print.
- Fritz, Jean. *What's the big idea, Ben Franklin?*. New York: Coward, McCann & Geoghegan, 1976. Print.
- Kallen, Stuart A. *Alexander Hamilton*. Edina, MN: Abdo, 2001. Print.
- ---. *James Madison*. Edina, MN: Abdo Pub. Co., 2001. Print.
- ---. *John Jay*. Edina, MN: ABDO Pub., 2001. Print.
- ---. *Patrick Henry*. Edina, MN: Abdo Daughters, 2001. Print.
- ---. *Samuel Adams*. Edina, MN: Abdo, 2001. Print.
- Kent, Zachary. *James Madison: creating a nation*. Berkeley Heights, NJ: Enslow, 2004. Print.
- Leavitt, Amie J. *The Bill of Rights in translation: what it really means*. Mankato, Minn.: Capstone Press, 2009. Print.
- Leebrick, Kristal. *The United States Constitution*. Mankato, Minn.: Bridgestone Books, 2002. Print.
- Maestro, Betsy. *Liberty or death: the American Revolution, 1763-1783*. New York: HarperCollins, 2005. Print.
- Micklos, John. *From thirteen colonies to one nation*. Berkeley Heights, NJ: Enslow Elementary/Enslow Publishers, 2008. Print.
- Pearl, Norman. *The Bill of Rights*. Minneapolis, MN: Picture Window Books, 2007. Print.
- ---. *The U.S. Constitution*. Minneapolis, MN: Picture Window Books, 2007. Print.
- Santella, Andrew. *James Madison*. Minneapolis, MN: Compass Point Books, 2003. Print.
- Venezia, Mike. *James Madison: fourth president, 1809-1817*. New York: Children's Press, 2004. Print.
- Wirkner, Linda. *Learning about life in the new American nation with graphic organizers*. New York: PowerKids Press, 2005. Print.

<p>What is the Bill of Rights? Why weren't they included in the original Constitution? What are some reasons people wanted to add the Bill of Rights and what are some reasons people didn't want it added?</p> <p>Start researching on pages 306-307; 334-335</p>	<p>What are a 'Federalist' and an 'Anti-Federalist'? Which of these groups liked the Constitution and why; who didn't like it and why? Who were some famous Federalists and some famous Anti-Federalists?</p> <p>Start researching on pages 306-307; 310</p>
<p>How did the Constitution organize the United States Government (3 branches, etc.)? How do you change the Constitution (amendments)?</p> <p>Start researching on pages 312-317</p>	<p>Why weren't the Articles of Confederation working? What were people complaining about? What were the problems?</p> <p>Start researching on pages 296-301.</p>
<p>What was the 'Great Compromise'? What was the problem, and how did the delegates solve it?</p> <p>Start researching on pages 304-305</p>	<p>What was the '3/5th Compromise'? What was the problem, and how did the delegates solve it?</p> <p>Start researching on pages 304-305</p>
<p>Who were the leaders of the Convention? Briefly describe each of them and their opinions.</p> <p>Start researching on pages 302-307</p>	<p>What is 'ratification' and what did that have to do with the Constitution? What happened during the ratification process?</p> <p>Start researching on pages 306-307</p>
<p>'Interview' James Madison about what he thinks of the new Constitution. Is he a Federalist or Anti-Federalist?</p> <p>Start researching on page 310</p>	<p>'Interview' Patrick Henry about what he thinks of the new Constitution. Is he a Federalist or Anti-Federalist?</p> <p>Start researching on page 310</p>
<p>'Interview' Thomas Jefferson about what he thinks of the new Constitution. What does he think about the Bill of Rights?</p> <p>Start researching on the bookshelf (biography)</p>	<p>'Interview' Alexander Hamilton about what he thinks of the new Constitution. Is he a Federalist or Anti-Federalist?</p> <p>Start researching on the bookshelf (biography)</p>

Rubric for Pamphlet Articles:

All group members participated	5 points	
Article is well-written (mechanics)	10 points	
Quality of historic information	15 points	
Total	20 points possible	

Unit 3 Test

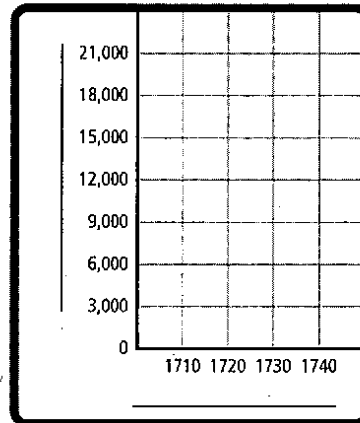
Test Your Knowledge

Circle the letter of the best answer.

1. What did the proprietors of New York and New Jersey want?
 - A. They wanted to make money from the colonies.
 - B. They wanted religious freedom.
 - C. They wanted to send money to the king of England.
 - D. They wanted to build ships.
2. Which was a growing industry in New England?
 - F. farming wheat
 - G. making soap
 - H. farming tobacco
 - J. shipbuilding
3. Why did Roger Williams form the colony of Rhode Island?
 - A. He wanted to establish better relations with American Indians.
 - B. He wanted to hold more town meetings.
 - C. He wanted to keep government separate from the church.
 - D. He wanted to end slavery and give equal rights to all people.
4. Which of the following did William Penn accomplish?
 - F. He settled Charles Town.
 - G. He created a refuge for Catholics.
 - H. He published a newspaper and *Poor Richard's Almanack*.
 - J. He gave Pennsylvania colonists a representative government.
5. Why was Charles Town important to the Southern Colonies?
 - A. Tobacco, rice, and indigo were bought, sold, and exported at this port.
 - B. It was a plantation that grew tobacco.
 - C. It was located where two rivers met.
 - D. It was a shipbuilding center.
6. Which colony was started as a place where debtors could start new lives?
 - F. Maryland
 - G. Georgia
 - H. South Carolina
 - J. North Carolina

**Test the Skills: Make a Line Graph;
Make a Decision.**

Delaware Colony 1710–1740	
Year	Estimated Population (in thousands)
1710	3,645
1720	5,385
1730	9,170
1740	19,870



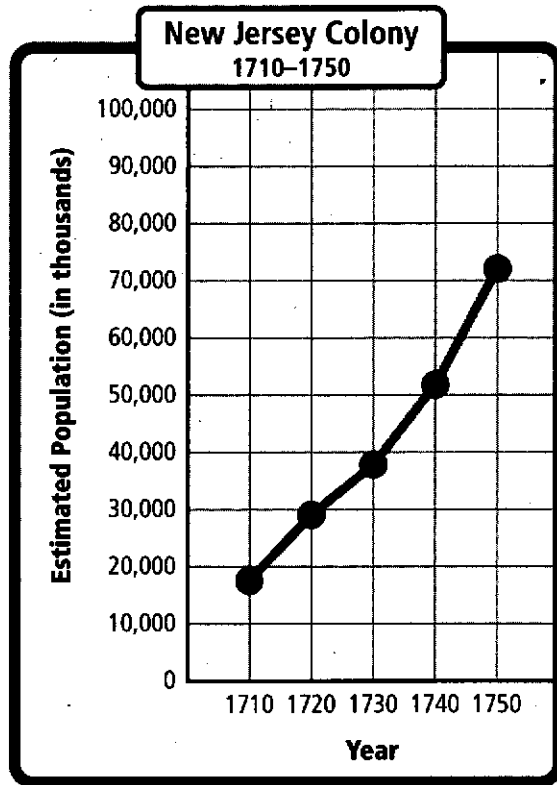
Use the data table to make a line graph and answer the questions.

7. Complete the line graph. Be sure to draw and label the axes and draw the data line.
8. Does the line on the graph slope upwards or downwards? Why?

Suppose you are an adult living in Delaware Colony in 1730. You are thinking about opening a general store to supply items to new residents of the colony. Fill in the chart below to think about the costs and benefits of opening a store. Then tell whether or not you will open the store and why you made that decision.

Decision to be Made: Whether or not to open a store	
Option 1: Open a store	Option 2: Don't open a store
Costs:	Costs: I may be missing an opportunity.
Benefits: Will have a steady income	Benefits: I will have more time to farm.
Final Decision:	

Apply Your Knowledge and Skills



The proprietors, or owners, of New Jersey and New York lived in England. This made it difficult for them to control their faraway property. They decided to pick governors to rule their colonies. Each governor chose a small group of people called a *council* to help make important decisions.

11. What does the line graph tell you about New Jersey's population?
- The population decreased over time.
 - The population sharply decreased after 1710.
 - The population stayed the same from 1710 to 1750.
 - The population increased steadily.
12. Based on the graph and the passage, why was it important for the proprietors to pick governors?
- The proprietors needed governors to start new industries.
 - The proprietors lived in England and needed someone to rule the colony.
 - The governors could decrease the colonies' populations.
 - The proprietors need governors to farm.
13. Choose one of the colonies you learned about in the unit. Write a brief essay about why people started the colony. Explain the decisions the founding colonists had to make. Write your essay on a separate sheet of paper.

Apply the Reading Skills and Strategies

The land and climate of New England and the Middle Colonies affected farming there. As glaciers moved across New England during the Ice Age, they scraped up much of the topsoil and pushed it south, leaving behind only a thin, rocky layer of dirt, which was difficult to farm. Because the winters were long and bitterly cold, the growing season in New England was short. The glaciers later dropped fertile soil in the Middle Colonies, which made it easier to grow crops. The Middle Colonies also had a warmer climate and plenty of rain, so the growing season was longer.

Reading Skills

Use the passage above to answer each question.

- 13. Cause and Effect** What effects did the glaciers have on the land in New England and the Middle Colonies?

- 14. Compare and Contrast** In what ways were the climates and growing seasons in New England and the Middle Colonies alike and different?

Reading Strategy: Monitor and Clarify

- 15.** What words or phrases in the passage above help you better understand how the land and climate affected farming in New England?

Unit Performance Assessment

Write a Colonist's Letter Home

You have been learning about how European colonists adjusted to new environments when they arrived in New England, the Middle Colonies, and the South. In these new environments, the colonists met new people, found new landscapes, ate new foods like corn, and saw animals unknown in Europe.

Use what you have learned in the unit to think like a colonist. You have seen many things that amaze you. You may be enjoying your new way of living, or perhaps you are feeling homesick.

Write a letter that a colonist from one of the colonies might have written to a friend or relative left behind. Name the colony you are in and describe what you are seeing and feeling. Explain how life in the colony is different from what you expected when you were at home. Include two drawings in your letter to help show your reader what you are explaining. Attach to your letter a brief description of the colonist who wrote the letter.

Use this checklist to help you write the letter:

1. I have used what I learned in the unit to describe the historical period in my letter.
2. My letter gives specific details about life in the colony I have chosen. I have drawn two sketches that support these details.
3. My letter compares and contrasts what life in the colony was like with what the colonist may have expected before arriving. My description of the colonist provides a reasonable explanation of why the colonist migrated to the colony.
4. My final letter has correct friendly-letter format. I have proofread my letter to correct any mistakes in spelling, capitalization, and punctuation.

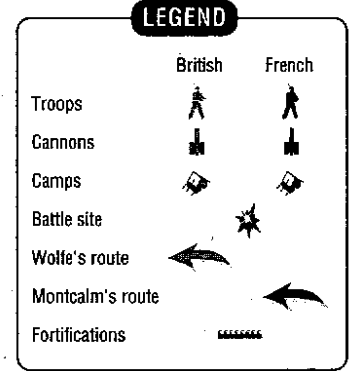
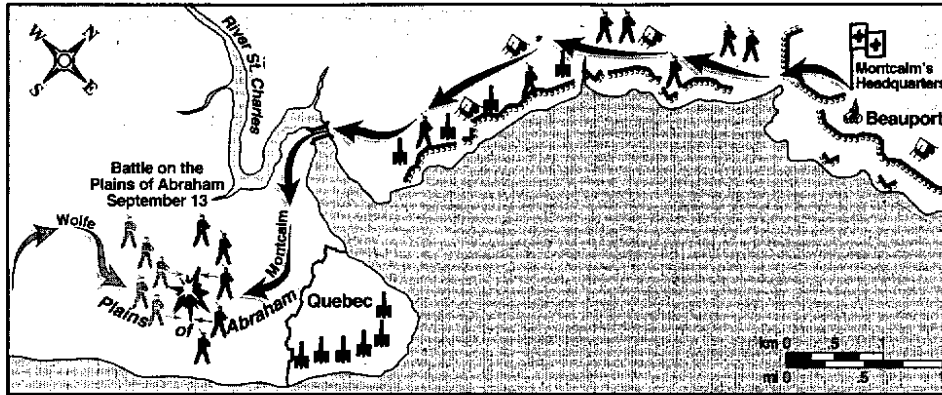
Unit 4 Test

Test Your Knowledge

Circle the letter of the best answer.

1. What were the Articles of Confederation?
 - A. a plan to resolve the slavery conflict
 - B. a plan for central government
 - C. a plan for state government
 - D. a plan for the government of the Northwest Territory
2. What did Thomas Paine's *Common Sense* say?
 - F. The colonies should fight for independence from Britain.
 - G. The Declaration of Independence is a mistake.
 - H. The colonists should support the king.
 - J. All people have rights that cannot be taken away.
3. Why did the Antifederalists think the Constitution was dangerous?
 - A. It was not ratified by all of the colonies.
 - B. It eliminated the federal government.
 - C. It did not contain a Bill of Rights.
 - D. It set up courts to settle cases.
4. Why did the British start the French and Indian War?
 - F. They wanted to unite the American Indians.
 - G. They wanted to drive the French from the Ohio River Valley.
 - H. They wanted to stop the French from taking over their colonies.
 - J. They wanted to make American Indians end the fur trade.
5. In what way does the Constitution keep any one branch of government from becoming too powerful?
 - A. through the Senate and the House of Representatives
 - B. with amendments and bills
 - C. through the Bill of Rights
 - D. with a system of checks and balances
6. What problem faced the United States Congress after the Revolutionary War?
 - F. what to do with the Northwest Territory
 - G. which states to tax
 - H. who to put in charge of the army
 - J. how to spend money raised from taxes

**Test the Skills: Read a Battle Map;
Identify Causes and Effects**



THE BATTLE OF QUEBEC

Use the battle map to answer the questions below.

7. Which group had cannons in Quebec? _____

8. Where were Montcalm's Headquarters located? Where did he and his troops march to fight?

Britain and France both had colonies in North America. The two nations fought over land in the Ohio River Valley. The French traded furs with the American Indians who lived there. The British began moving into the area. They wanted to trade furs, too, and farm the land. This conflict was one factor leading to the French and Indian War.

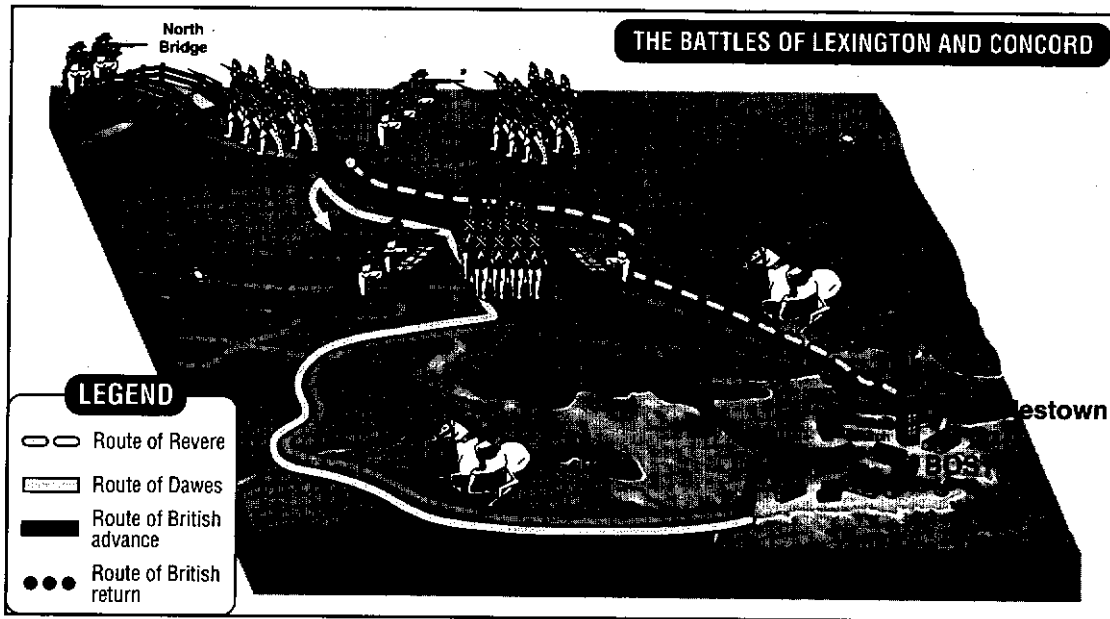
Write the causes for the French and British battle over the Ohio River Valley.

9.

10.

The French and British fought over the Ohio River Valley.

Apply Your Knowledge and Skills



In the spring of 1775, British spies sent word to General Gage that the Minutemen were collecting weapons and storing them in Concord, a town 17 miles northwest of Boston. On April 18, Gage prepared to send about 800 soldiers to seize the weapons. Patriot spies learned of Gage’s plan. Paul Revere and William Dawes rode on horseback to warn the Patriots that the British were coming.

11. Based on the battle map, where did the British troops and the Minutemen battle?
 - A. Old North Church
 - B. Boston
 - C. Concord
 - D. Charlestown
12. Who wanted to seize the Patriots’ weapons stored in Concord?
 - F. General Gage
 - G. Paul Revere
 - H. the Minutemen
 - J. William Dawes
13. Write a brief essay that describes how Patriot women helped support the American army. Explain what caused some women to become soldiers themselves. Write your essay on a separate sheet of paper.

Apply the Reading Skills and Strategies

In response to the Townshend Acts, colonists held a boycott of the British goods they bought the most. Instead of importing cloth, for example, organizations of women, called the Daughters of Liberty, wove their own cloth and used it to make clothes. Because of the hard work of these organizations, colonists did not have to buy as much cloth from Britain. When colonists did not buy British goods, British merchants lost money. Once again, Parliament gave in to the colonists. In 1770, taxes were removed from glass, lead, paints, and paper.

Reading Skills

Use the passage above to answer each question.

13. **Sequence** What was the first response of the colonists to the Townshend Acts?

14. **Cause and Effect** Why did the British remove the tax on glass, lead, paints, and paper in 1770?

Reading Strategy: Question

15. Write two questions that you have that can be answered by the passage above.

Unit 3 Test

Test Your Knowledge

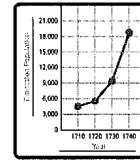
Circle the letter of the best answer.

- What did the proprietors of New York and New Jersey want? Obj. U3-8
 (A) They wanted to make money from the colonies.
 B. They wanted religious freedom.
 C. They wanted to send money to the King of England.
 D. They wanted to build ships.
- Which was a growing industry in New England? Obj. U3-5
 F. farming wheat
 G. making soap
 H. farming tobacco
 (J) shipbuilding
- Why did Roger Williams form the colony of Rhode Island? Obj. U3-3
 A. He wanted to establish better relations with American Indians.
 B. He wanted to hold more town meetings.
 (C) He wanted to keep government separate from the church.
 D. He wanted to end slavery and give equal rights to all people.
- Which of the following did William Penn accomplish? Obj. U3-1
 F. He settled Charles Town.
 G. He created a refuge for Catholics.
 H. He published a newspaper and *Poor Richard's Almanack*.
 (J) He gave Pennsylvania colonists a representative government.
- Why was Charles Town important to the Southern Colonies? Obj. U3-16
 (A) Tobacco, rice, and indigo were bought, sold, and exported at this port.
 B. It was a plantation that grew tobacco.
 C. It was located where two rivers met.
 D. It was a shipbuilding center.
- Which colony was started as a place where debtors could start new lives? Obj. U3-15
 F. Maryland
 (G) Georgia
 H. South Carolina
 J. North Carolina

Answers

Test the Skills: Make a Line Graph; Make a Decision

Year	Estimated Population (in thousands)
1710	3,645
1720	5,385
1730	9,170
1740	19,870



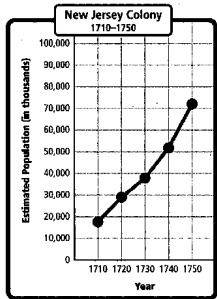
Use the data table to make a line graph and answer the questions.

- Complete the line graph. Be sure to draw and label the axes and draw the data line. Obj. U3-7
- Does the line on the graph slope upwards or downwards? Why? Obj. U3-7
 It slopes upwards because the population increased over time.

Suppose you are an adult living in Delaware Colony in 1730. You are thinking about opening a general store to supply items to new residents of the colony. Fill in the chart below to think about the costs and benefits of opening a store. Then tell whether or not you will open the store and why you made that decision. Obj. U3-10

Decision to be Made: Whether or not to open a store	
Option 1: Open a store	Option 2: Don't open a store
Costs: Need money to start the store	Costs: I may be missing an opportunity.
Benefits: Will have a steady income	Benefits: I will have more time to farm.
Final Decision: Sample answer: Yes, I will open the store. The store will earn money, because many new people will come here.	

Apply Your Knowledge and Skills



The proprietors, or owners, of New Jersey and New York lived in England. This made it difficult for them to control their faraway property. They decided to pick governors to rule their colonies. Each governor chose a small group of people called a *council* to help make important decisions.

- What does the line graph tell you about New Jersey's population? Obj. U3-7
 A. The population decreased over time.
 B. The population sharply decreased after 1710.
 C. The population stayed the same from 1710 to 1750.
 (D) The population increased steadily.
- Based on the graph and the passage, why was it important for the proprietors to pick governors? Obj. U3-7
 F. The proprietors needed governors to start new industries.
 (G) The proprietors lived in England and needed someone to rule the colony.
 H. The governors could decrease the colonies' populations.
 J. The proprietors need governors to farm.
- Choose one of the colonies you learned about in the unit. Write a brief essay about why people started the colony. Explain the decisions the founding colonists had to make. Write your essay on a separate sheet of paper. Obj. U3-1
 Essays may refer to the money wanted by the proprietors of New York and New Jersey, the religious freedom wanted by the Puritans and Pilgrims of Massachusetts, or the fresh starts wanted by the people of Georgia.

Assessment Options
Answers continued

Apply the Reading Skills and Strategies

The land and climate of New England and the Middle Colonies affected farming there. As glaciers moved across New England during the Ice Age, they scraped up much of the topsoil and pushed it south, leaving behind only a thin, rocky layer of dirt, which was difficult to farm. Because the winters were long and bitterly cold, the growing season in New England was short. The glaciers later dropped fertile soil in the Middle Colonies, which made it easier to grow crops. The Middle Colonies also had a warmer climate and plenty of rain, so the growing season was longer.

Reading Skills

Use the passage above to answer each question.

- Cause and Effect** What effects did the glaciers have on the land in New England and the Middle Colonies? Obj. U3-2
 Sample answer: The glaciers scraped away the fertile soil in New England, making it hard to grow crops there. The glaciers dropped that soil in the Middle Colonies, so it was easier to farm in those colonies.
 - Compare and Contrast** In what ways were the climates and growing seasons in New England and the Middle Colonies alike and different? Obj. U3-2
 Alike: In both, the climate affected farming. Different: New England had long, cold winters and, therefore, a short growing season. The Middle Colonies had a milder climate and plenty of rain, so the growing season was longer.
- Reading Strategy: Monitor and Clarify**
- What words or phrases in the passage above help you better understand how the land and climate affected farming in New England? Obj. U3-2
 Sample answers: *scraped up topsoil, difficult to farm, glaciers, Ice Age, rocky, cold winters, short growing season*

Name _____ Date _____

UNIT 4

Unit 4 Test

Test Your Knowledge

Circle the letter of the best answer.

- What were the Articles of Confederation? Obj. U4-19
 - A. a plan to resolve the slavery conflict
 - B. a plan for central government**
 - C. a plan for state government
 - D. a plan for the government of the Northwest Territory
- What did Thomas Paine's *Common Sense* say? Obj. U4-19
 - F. The colonies should fight for independence from Britain.**
 - G. The Declaration of Independence is a mistake.
 - H. The colonists should support the king.
 - J. All people have rights that cannot be taken away.
- Why did the Antifederalists think the Constitution was dangerous? Obj. U4-23
 - A. it was not ratified by all of the colonies.**
 - B. It eliminated the federal government.
 - C. It did not contain a Bill of Rights.**
 - D. it set up courts to settle cases.
- Why did the British start the French and Indian War? Obj. U4-1
 - F. They wanted to unite the American Indians.
 - G. They wanted to drive the French from the Ohio River Valley.**
 - H. They wanted to stop the French from taking over their colonies.
 - J. They wanted to make American Indians end the fur trade.
- In what way does the Constitution help any one branch of government from becoming too powerful? Obj. U4-25
 - A. through the Senate and the House of Representatives
 - B. with amendments and bills
 - C. through the Bill of Rights
 - D. with a system of checks and balances**
- What problem faced the United States Congress after the Revolutionary War? Obj. U4-20
 - F. what to do with the Northwest Territory**
 - G. which states to tax
 - H. who to put in charge of the army
 - J. how to spend money raised from taxes

Answers

Assessment Options
Copyright © Houghton Mifflin Company. All rights reserved. 92 Use with United States History

Name _____ Date _____

UNIT 4

Test the Skills: Read a Battle Map; Identify Causes and Effects

Use the battle map to answer the questions below.

- Which group had cannons in Quebec? The French Obj. U4-16
- Where were Montcalm's Headquarters located? Where did he and his troops march to fight? Obj. U4-16
The headquarters were located at Beauport; Montcalm and his troops marched to the Plains of Abraham.

Britain and France both had colonies in North America. The two nations fought over land in the Ohio River Valley. The French traded furs with the American Indians who lived there. The British began moving into the area. They wanted to trade furs, too, and farm the land. This conflict was one factor leading to the French and Indian War.

Write the causes for the French and British battle over the Ohio River Valley. Obj. U4-7

9. Both countries wanted to control the fur trade with the American Indians.

10. Britain wanted to farm the land.

The French and British fought over the Ohio River Valley.

Assessment Options
Copyright © Houghton Mifflin Company. All rights reserved. 93 Use with United States History

Answers

Answers continued

Name _____ Date _____

UNIT 4

Apply Your Knowledge and Skills

In the spring of 1775, British spies sent word to General Gage that the Minutemen were collecting weapons and storing them in Concord, a town 17 miles northwest of Boston. On April 18, Gage prepared to send about 800 soldiers to seize the weapons. Patriot spies learned of Gage's plan. Paul Revere and William Dawes rode on horseback to warn the Patriots that the British were coming.

- Based on the battle map, where did the British troops and the Minutemen battle? Obj. U4-16
 - A. Old North Church
 - B. Boston
 - C. Concord**
 - D. Charlestown
- Who wanted to seize the Patriots' weapons stored in Concord? Obj. U4-16
 - F. General Gage**
 - G. Paul Revere
 - H. the Minutemen
 - J. William Dawes

13. Write a brief essay that describes how Patriot women helped support the American army. Explain what caused some women to become soldiers themselves. Write your essay on a separate sheet of paper. Obj. U4-12
Essays may refer to the fact that some women worked as spies or messengers; some helped spread the message of freedom by writing letters, plays, and poems; some cooked for and brought water to soldiers on the battlefields; and some even fought in battles when their husbands were killed.

Assessment Options
Copyright © Houghton Mifflin Company. All rights reserved. 94 Use with United States History

Name _____ Date _____

UNIT 4

Apply the Reading Skills and Strategies

In response to the Townshend Acts, colonists held a boycott of the British goods they bought the most. Instead of importing cloth, for example, organizations of women, called the Daughters of Liberty, wove their own cloth and used it to make clothes. Because of the hard work of these organizations, colonists did not have to buy as much cloth from Britain. When colonists did not buy British goods, British merchants lost money. Once again, Parliament gave in to the colonists. In 1770, taxes were removed from glass, lead, paints, and paper.

Reading Skills

Use the passage above to answer each question.

- Sequence** What was the first response of the colonists to the Townshend Acts? Obj. U4-6
The colonists boycotted the British goods they bought the most.
- Cause and Effect** Why did the British remove the tax on glass, lead, paints, and paper in 1770? Obj. U4-6
The British removed the tax because the colonists boycotted British goods. As a result, British merchants lost money.

Reading Strategy: Question

- Write two questions that you have that can be answered by the passage above. Obj. U4-6
Sample answer: What did the Daughters of Liberty do? Why did British merchants lose money?

Assessment Options
Copyright © Houghton Mifflin Company. All rights reserved. 95 Use with United States History

Understanding Colonists

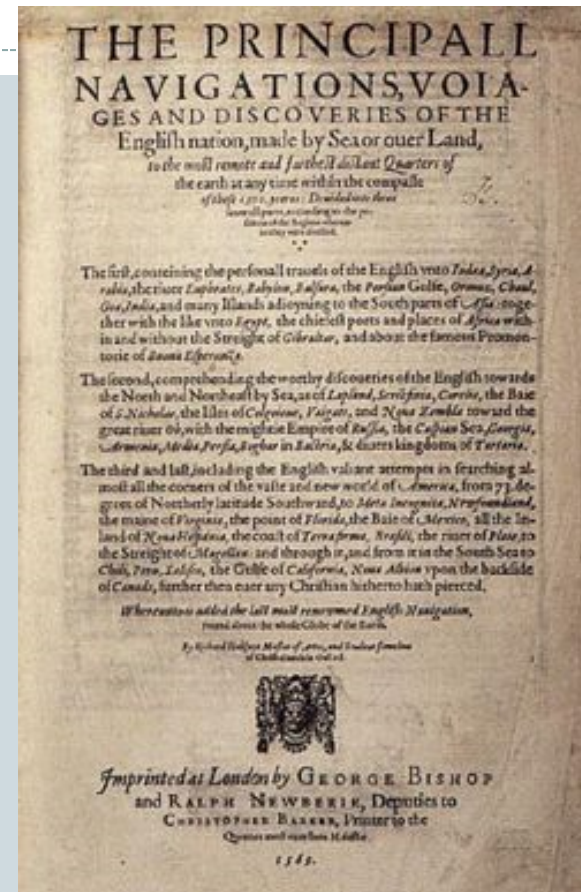


WHY WOULD YOU TRAVEL TO THE NEW WORLD?

Richard Hakluyt



Hakluyt depicted in stained glass in the West Window of the South Transept of Bristol Cathedral – Charles Eamer Kempe, c. 1905.



The title page of the first edition of Hakluyt's *The Principall Navigations, Voiages, and Discoveries of the English Nation* (1589)

You have been hired to promote the Colonies!



- Read the sections in the textbook that will give you background information on your section of the colonies (You can always use other sources too!)
- Decide as a group who your target market is (there may be more than one), and what your colony has to offer them
- Create a persuasive poster that would be posted in the ‘Old World’ to convince people to come to the ‘New World’
- You must be accurate (unlike Hakluyt)
- Include images, maps, etc. Cite your sources!
- Each group will present their poster and information to the class—be persuasive!

How will we be graded?



- Full group participation: 10 points
- Quality of historic background information: 10 points
- Images/maps with sources cited: 10 points
- Quality of poster design: 10 points
- Quality of presentation to the class: 10 points
- Total Score: 50 points possible

Colonial Resources (where to start)



New England Colonies

Middle Colonies

Southern Colonies

Start research:

- Pgs. 166-169
- Pgs. 174-179

Start research:

- Pgs. 188-191
- Pgs. 196-199

Start research:

- Pgs. 202-205
- Pgs. 210-215

Once you have read the beginning research, start looking through the books on the shelf for any colonies that are in your region.

You may also do independent research outside of class.

Don't forget to learn more about the other colonies too. When you are trying to persuade, it is good to know what you are competing against! You will need to know the strengths and weaknesses of all the colonies.

Worcester v. Georgia
March 18, 1832

Essential Questions

- What is Tribal Sovereignty?
- Does government exist for the needs of all the people or do people exist for the needs of the government?
- How important is the past?

The Case



- Samuel Worcester was a citizen of Vermont who was working as a missionary to the Cherokee Nation.
- The State of Georgia imprisoned Worcester for refusing to pay for a state license to live in Cherokee Indian Territory.
- The State of Georgia required all whites living in Cherokee Indian Territory to obtain a state license.

The Case



- Seven missionaries refused to obey the state law and were arrested, convicted, and sentenced to four years of hard labor.
- They also refused to obey the military when they were asked to leave the state.

The Case

- They appealed their case to the Supreme Court of the United States, arguing that the laws under which they had been convicted were unconstitutional because states have no power or authority to pass laws concerning sovereign Indian Nations



The Supreme Court Decision



- Worcester's conviction is void, because states have no criminal jurisdiction in Indian Country.
- The State of Georgia's laws has no authority over the Cherokee Indian Nation.

Chief Justice John Marshall

- Justice Marshall wrote the majority opinion, *“The Cherokee Nation, then, is a distinct community, occupying its own territory, with boundaries accurately described, in which the laws of Georgia can have no force, and which the citizens of Georgia have no right to enter but with the assent of the Cherokees themselves or in conformity with treaties and with the acts of Congress. The whole intercourse between the United States and this nation is, by our Constitution and laws, vested in the government of the United States.”*



The Outcome

- Worcester was released from prison.
- This case reversed *Cherokee Nation v. Georgia 1831*.
- The case established and defined Tribal Sovereignty.

Legacy

- Many believed that President Jackson said about the decision, "John Marshall has made his decision; now let him enforce it!"
- This is a false statement.
- Jackson did nothing, since Georgia complied with the ruling and freed Worcester.



Legacy

- In 1835, a dissident faction of Cherokees signed a removal treaty, the Treaty of New Echota which led to the removal of the Cherokee people from their land.
- In 1836 President Jackson did actively lobby the U.S. Senate to ratify the treaty.
- In 1838 this led to the forcible relocation by the U.S. Army of the Cherokees to Indian Territory (part of present-day Oklahoma) in what would become known as the Trail of Tears.

The Trail of Tears



References

- <http://www.civics-online.org>
- <http://www.arizonanativenet.com/law/index.cfm?subj=federal§=law>
 - *Worcester v. Georgia*, 31 U.S. 515, 6 Pet. 515, 8 L.Ed. 483 (1832)

References

- Images
 - *Trail of Tears, The*. Photograph. *Encyclopædia Britannica Online*. Web. 29 Jun. 2011. <
<http://www.britannica.com/EBchecked/media/12008/The-Trail-of-Tears-oil-on-canvas-by-Robert-Lindneux>>.
 - <http://www.georgiaencyclopedia.org/nge/Multimedia.jsp?id=m-10919>
 - <http://bernieschwalm.com/johnmarshall>
 - <http://www.gpb.org/andrewjackson>

Class Activity

- In your research group choose one treaty or court case that occurred between 1840 – 1899 relating to Native Americans and compare how that treaty is influenced by the Worcester v. Georgia Case.
 1. Does your treaty deal with the issue of Tribal Sovereignty?
 2. What attitudes and feelings are present in this treaty or case that were also common to the Worcester v. Georgia Case.
 3. Report out to the class in a 10 minute presentation your findings. This presentation must have at least two visual aides.