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TE 803, Social Studies
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Title: *It's a Battle!*
The Battles of Lexington and Concord

Lesson #: 1

Objectives:

Students will...

- Learn how the war began with the battles of Lexington and Concord
- Discover the events that made up the battles of Lexington and Concord and their importance

Standards/Benchmarks:

I.1.LE.1 Summarizing the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.

I.2.LE.3 Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.

I.4.LE.1- Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the interests and values of those involved.

II.5.LE.1- Locate major world events and explain how they impact people and the environment.

S.CN.05.03 speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.

Main Social Studies Understanding and Ideas to Develop:

Students will understand...

- The events surrounding the battles of Lexington and Concord
- Who the Minutemen were and how they contributed to the war efforts
- How the American Revolution started

Lesson Content: Explain the Central Concepts and Lesson Content:

- Following the Boston Tea Party, the Americans knew they had to fight for their rights. In Massachusetts, men volunteered to be ready to fight at any given moment. These men were called Minutemen. These men began gathering supplies and stored them in Concord.
- However, in Boston the British leader became aware of the activities of the Minutemen and decided to strike in hopes of stealing military supplies. He also wanted to arrest two American leaders, Sam Adams and John Hancock, who were members of the Minutemen. These men were staying in Lexington, which was not far from Concord.
- The British could get to Concord two ways, by land or by water, across the Charles River. Paul Revere made arrangements to signal movements of the British troops. If the British came in by land, one lantern would shine from a clock tower. If they were coming by sea, two would shine. On the night of April 18, it was discovered that the

British were leaving by boat. Paul Revere was true to his word and two lanterns shone brightly, warning the Americans that the British were coming. Revere took off on his horse to alarm houses on the way to Lexington, including Adams and Hancock. Then he took off to warn Concord.

- The Minutemen gathered on Lexington Green and by sunrise some British troops arrived. But there were too many soldiers for the Minutemen to fight so the Minutemen leader ordered the men to return to their homes. But, as the men were breaking up, a shot was fired. No one knows who fired first. Within minutes eight Minutemen lay dead or dying.
- The news of Lexington spread and Minutemen from nearby areas began to gather in Concord. At Concord's North Bridge, a brief battle was fought. After several British troops were killed the British troops fled back to Concord. Becoming afraid of the many Minutemen that were gathering, the British started to march back to Boston. It took them half a day to reach Boston. On the river were British warships with guns prepared.
- At least 72 British soldiers had died and about 49 Americans. No one had looked for a fight that day, but it happened anyway. These battles produced the "shots heard round the world", and these were the shots that started a war.

Resources, Preparation/Materials:

- Copies of the words for the song *Yankee Doodle*, one per student

Adaptations:

For this lesson, students who need help reading will be paired with a higher leveled reader. Students who need assistance writing will either have a partner or teacher (if possible) write for them, or possibly state their ideas to the teacher orally.

Assessment:

The teacher will assess participation during discussion. The teacher will have a class list available to make check marks for each time a student contributes to class discussion. Each student should participate at least once for full credit (for the day).

The teacher will also informally assess student understanding and knowledge through observation. The teacher will observe students to ensure they are engaged and on task. Additionally, the teacher will assess students' social studies journals. Students will turn in their journals for teacher review. These will be graded for lack of effort shown. Students will either receive full credit or no credit.

Out-of-School Learning: Opportunities to Expand and Enrich the Curriculum Outside of Class (Home Assignment):

Students will be assigned to read (or sing) their added verse to *Yankee Doodle* to a family member or friend. Students should also teach them the significance of the song and what it meant to that period in history.

Instructional Sequence/Lesson Flow:

1. The teacher will explain that we will be investigating the first battles of the American Revolution, and what happened because of those battles.
2. Teacher will explain the events that led to these battles and the class will discuss it. Some questions we will explore are as follows:
 - Why did the British decide to march to Lexington and Concord?

- Why were the Minutemen able to defeat the British?
 - Why were these two battles so important to the Patriot side? Why were they important to the British side?
3. Teacher will explain that literature and music are often very reflective of the events happening during that specific time in history. The teacher will explain that the song “Yankee Doodle” was written before the Revolutionary War when tensions between the British and Americans was very high. On April 19th, 1775, troops played Yankee Doodle as they marched to Boston to assist British soldiers already fighting the Americans at Lexington and Concord.
 4. Class will go over the song lyrics as a whole group and explore the meaning of the words and how they changed depending on who was singing them (Patriots, Loyalists, etc.)
 5. Students will write for five minutes in their social studies journals. Students will be prompted to put themselves into a soldier’s place during this controversial time in our history.
 6. Students will get into groups of 5 and create their own verse of the song using the information they have learned about the battles of Lexington and Concord. Students will have the option of practicing it and singing it for the class (this is not mandatory but if groups wish to present their verse they can).

Title: *The War Continues...*

The Second Continental Congress and Battle of Bunker Hill

Lesson #: 2

Objectives:

Students will...

- Develop an understanding of the Battle of Bunker Hill
- Develop an understanding of the events that led to independence

Standards/Benchmarks:

I.1.LE.1- Summarizing the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.

I.2.LE.2- Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.

I.2.LE.3- Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.

I.4.LE.1- Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the interests and values of those involved.

3.LE.3- Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.

1.LE.1- Use reading for multiple purposes, such as enjoyment, gathering information, learning, and increasing conceptual understanding.

1.LE.5- Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.

3.LE.5- Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating text. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.

3.LE.8- Express their responses to oral, visual, written, and electronic texts, and electronic texts, and compare their responses to those of others.

R.CM.05.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.MT.05.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

S.CN.05.01 use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.

S.CN.05.02 adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.

S.CN.05.03 speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.
L.CN.05.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
L.RP.05.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.

Main Social Studies Understanding and Ideas to Develop:

Students will understand...

- Who the Patriots and Loyalists were and what they stood for
- How the Continental Army originated
- The events of the Battle of Bunker Hill and how those events foreshadowed independence

Lesson Content: Explain the Central Concepts and Lesson Content:

- After the battles of Lexington and Concord, the Second Continental Congress met in Philadelphia. The men who attended included Sam Adams, John Adams and John Hancock from Massachusetts, Benjamin Franklin from Pennsylvania, and Patrick Henry and George Washington from Virginia. These men were called Patriots. They believed that the American colonists should stand up for their rights, and made up about one third of the American colonists. Another one third of the colonists sided with Britain. They were called Loyalists. The remaining one third did not choose a side.
- Few members of the Second Continental Congress wanted a complete break from Britain. They said in a statement, “We fight not for glory or for conquest”. These men created an army to fight the British, even though they hoped for peace. George Washington would be their commander in chief of the new Continental Army.
- After the battles of Lexington and Concord, angry colonists had begun building walls of dirt and stone, called earthworks, near Boston. They would protect Patriot soldiers if there was another battle. On June 17, 1775, lines of Redcoats (British) began walking up the hill near Charlestown. But behind the earthworks were the Patriots, with their weapons waiting. “Don’t fire until you see the whites of their eyes” they were told. The British were forced back many times. But finally the Patriots ran out of ammunition and retreated. Half the British soldiers were killed or wounded that day, but they took the hill. The Patriots did not lose nearly as many men. The Americans were proud of how well they had done, and therefore felt the victory was really theirs. During this Battle of Bunker Hill, the British realized that it would not be easy to defeat the Americans.

Resources, Preparation/Materials:

- *John, Paul, George & Ben* by Lane Smith
- Student notebooks, pencil- one per student

Adaptations:

For this lesson, students who need help reading will be paired with a higher leveled reader. Students who need assistance writing will either have a partner or teacher (if possible) write for them in their social studies journals.

Assessment:

The teacher will formally assess students' social studies journals. Students will turn in their journals for the teacher's review. Students need to have notes written from today's lesson, along with any questions they had. Students will either get full credit or no credit. The teacher will also informally assess student understanding and knowledge through participation during discussion. Teacher will have a class list available to make check marks for each time a student contributes to class discussion. Each student should participate at least once for full credit. The teacher will also informally assess students through observation. The teacher will observe students to ensure they are engaged and on task.

Out-of-School Learning: Opportunities to Expand and Enrich the Curriculum Outside of Class (Home Assignment):

Students will pick one of the men we studied in class today; John Hancock, Paul Revere, Ben Franklin, or George Washington. Students will write one paragraph stating why this person was so influential and how they contributed to the birth of our country. (Why was this person so important? What did he do?) This assignment will be graded for effort; if there is definite effort shown, the student will receive full credit. If no effort was shown, the student will receive no credit.

Instructional Sequence/Lesson Flow:

1. The teacher will read the book *John, Paul, George & Ben* by Lane Smith. Prior to reading, the teacher will explain that we will be learning about these men today so they should be looking for important information. Students should have their notebooks open to write any notes or questions they may have.
2. The teacher will explain the Continental Congress and the Battle of Bunker Hill. Students will participate in a class discussion regarding the events. Some questions asked may include:
 - Why was the Battle of Bunker Hill significant?
 - Why were the members of the Continental Congress important? What did they do?
 - What did the Patriots stand for? What did the Loyalists stand for?
 - What do you think it was like to live in America during this time?
3. The class will break up into two large groups. The teacher will explain that students will participate in a debate. One side will be the "Patriot" side and the other side will be the "Loyalist" side. Students will have approximately ten minutes to discuss with their groups what their stance is. Groups should appoint one to three speakers, who will speak for the group.
4. With the teacher as a mediator, the class will begin the debate. The two opposing sides will first state their general opinion on the war and if they agree or disagree that Americans should be independent from Britain. Then they can ask each other questions. The debate should last approximately 15-20 minutes.
5. The class will be brought back together to discuss the debate and the events that have taken place thus far. The teacher will ask the students why John Hancock, Paul Revere, George Washington and Ben Franklin were significant to the war. What did each of these men do?

Title: *Breaking Away*
The Declaration of Independence

Lesson #: 3

Objectives:

Students will...

- Discover the events that led to the Declaration of Independence
- Investigate how the Declaration of Independence originated and what it did

Standards/Benchmarks:

I.1.LE.1- Summarizing the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.

I.2.LE.3- Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.

I.2.LE.4- Identify and explain how individuals in history demonstrated good character and personal virtue.

I.3.LE.1- Use primary sources to reconstruction past events in their local community.

I.4.LE.1- Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the interests and values of those involved.

III.2.LE.1- Explain the development of and summarize the main points in the Declaration of Independence.

S.CN.05.03 speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.

S.DS.05.03 respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.

Main Social Studies Understanding and Ideas to Develop:

Students will understand...

- The document *Common Sense*, how it changed the viewpoint of the Americans, and contributed to independence
- How the Declaration of Independence was written

Lesson Content: Explain the Central Concepts and Lesson Content:

- After the Battle at Bunker Hill, few Americans during this time could imagine complete independence from Britain. They had British language, laws and customs. They could not imagine a government without a king. In July of 1775 the Continental Congress made another effort to make peace with Britain. In the petition, the Congress asked the king to stop the war, and it was called the Olive Branch Petition.
- The king answered in August. He said in a speech that everything would be done to diminish the rebellion and “bring the traitors to justice”, and announced that the British army and navy would be enlarged. The king also stated he would use German mercenaries (hired soldiers) to help with his efforts. The news of the king’s harsh news reached the Americans

in 1776. By this time, more and more Americans had started to think about independence from Britain. The most important reason for this change of heart was because of the pamphlet *Common Sense*, written by Thomas Paine. He said, “A government of our own is our natural right”. Paine also attacked the king. He told Americans they would be better off independent.

- These arguments led to the final break from Britain. Many colonists wrote to the Continental Congress, urging independence. They thought it was the only way. In June of 1776, the Congress asked a committee to write a declaration of independence. Thomas Jefferson was one of the members. Jefferson wrote every night for 17 nights, and then with some changes suggested by the committee, the document was ready.
- On July 4th, 1776, the members of the Continental Congress voted for the Declaration of Independence. This document announced why the Americans had cut their ties with Britain. Now the colonies were the United States of America. The declaration was read out loud in Philadelphia, and the Liberty Bell rang out.
- However, simply saying that the colonies were the United States of America, did not mean it was. They had to prove their strength and push the British soldiers off American land.

Resources, Preparation/Materials:

- “Complaints of the Declaration”- one copy per student
- “Arguments of the Declaration”- one copy per student
- Social Studies Journals

Adaptations:

For this lesson, students who need help reading will be paired with a higher leveled reader. Students who need assistance writing will either have a partner or teacher (if possible) write for them in their social studies journals.

Assessment:

Teacher will formally assess students’ social studies journals. Students will turn in their journals for the teacher’s review. Students need to have notes written from today’s lesson, along with questions they had. Students will either get full credit or no credit. The teacher will informally assess students through participation during discussion. Teacher will have a class list available to make check marks for each time a student contributes to class discussion. Each student should participate at least once for full credit. Also, the teacher will informally assess students through observation. Teacher will observe students to ensure they are engaged and on task.

Out-of-School Learning: Opportunities to Expand and Enrich the Curriculum Outside of Class (Home Assignment):

Students will write one paragraph on why the Declaration of Independence was significant to U.S. history and why they think so. This assignment will be graded for effort; if there is definite effort shown, the student will receive full credit. If no effort was shown, the student will receive no credit.

Instructional Sequence/Lesson Flow:

1. Teacher will briefly review the events that we have studied so far in the unit.
2. The teacher will explain the events that led to the writing of the Declaration of Independence. Some questions we will explore as a class in a discussion are the following:
 - What was *Common Sense* so important?

- How did it change the viewpoint of the Americans?
 - Who wrote the Declaration of Independence?
 - After the Declaration was written, why did the Americans still experience trouble from the British?
3. The teacher will pass out the readings, “Complaints of the Declaration” and “Arguments of the Declaration”, one per student. Based on the information in these two readings, we will discuss why the Declaration of Independence was such an important document.
 4. Students will identify (in their social studies journals) the major complaints the colonists had about the King of England individually. Students will have approximately five minutes for this exercise. Then, students will have the opportunity to turn to a partner and discuss their thoughts. Following this pair and share, the whole class will participate in a discussion.
 5. From the students’ responses, the teacher will create a master list of their ideas. As a closure for the lesson, we will discuss why the Declaration was an important document. We will also talk about what it must have been like to live in the United States at this time.