

Northwest History Consortium

Revolution and the New Nation

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5th Grade

National Standard

Era 3: Revolution and the New Nation: 1754-1820s / Standard 1

Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

Washington State EALRs

Component 1.2: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

- **1.2.1:** Describe and compare patterns of life over time in the following historical periods:
 - “Indian” cultures (prehistory to 1492)
 - *World Meet: Western Europe, West Africa, the Americas*
 - *Settlement and Colonization (1607-1776)*
 - *Revolution and Constitution (1754-1789)*
 - *U.S. Expansion (1776-1850)*

TEACHER NOTES

- As instructor, you may spend some time with the whole group talking a little bit about the background information and the Thomas Jefferson quote—sort of like an “anticipatory set” to this scenario. You will also review some of the more difficult (for 5th graders) vocabulary in the background section.
- Show part of the National Archive PowerPoint (parts on primary sources) before this scenario is introduced so students have a foundation on what primary sources are.
- Search the National Archives to see if you can find posters and/or political cartoons during the U.S. Revolutionary time period for use either as an anticipatory set to introduce this unit or as resources for students in order to help them get a feel for this time period. Do a quick search and find some images and information at:

“Revolution and the New Nation (1754-1820s).” The National Archives. 2009. College Park, MD. 8 July 2009 <<http://www.archives.gov/education/lessons/revolution-new-nation.html>>.

BACKGROUND

“The American Revolution is of signal importance in the study of American history. First, it severed the colonial relationship with England and legally created the United States. Second, the revolutionary generation formulated the political philosophy and laid the institutional foundations from the system of government under which we live. Third, the revolution was inspired by ideas concerning natural rights and political authority that were transatlantic in reach, and its successful completion affected people and governments over a large part of the globe for many generations. Lastly, it called into question long-established social and political relationships – between master and slave, man and woman, upper class and lower class,

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officeholder and constituent, and even parent and child – and thus established an agenda for reform that would preoccupy Americans down to the present day. In thinking about the causes and course of the Revolution, it is important to study the fundamental principles of the Declaration of Independence; the causes for the outbreak of the war; the main stages of the Revolutionary War and the reasons for the American victory; and the role of wartime leaders, from all strata of society, both on the battlefield and on the home front.”

National Center for History in the Schools (U.S.). Bring History Alive! A Sourcebook for Teaching United States History. Eds. Kirk Ankeney, Richard Del Rio, Gary Nash, and David Vigilante. Los Angeles, CA: UCLA Book Zone, 1996. 65.

“The time to guard against corruption and tyranny is before they have gotten hold of us. It is better to keep the wolf out of the fold than to trust to drawing his teeth and talons after he shall have entered.”

Forman, S. E. The Life and Writings of Thomas Jefferson. Indianapolis, IN: The Bowen-Merrill Company, 1900. 414.

PROBLEM

In your research of the Revolutionary time period in the United States you have discovered that not very many primary resources are available. You decide to hop in your time machine and go back to the years 1773 – 1776 to Boston, Massachusetts. You can build yourself an imaginary character or pretend you “hop” into the body of a well-known character during this time period. As you relive some of the events during this time frame, you will write journal entries to document what your day/weeks looked like and your feelings about the events you participated in.

SCENARIO

You have been asked as a group to take an important event or person and develop a story, with diary entries, that gives readers a first-hand look at what happened during the revolutionary time period in the United States.

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TASK

Create a series (at least five) of diary entries for your event or person.

Events/Person:

Boston Tea Party

George Washington

Loyalist

Bunker Hill

Declaration of Independence

Valley Forge

Swamp Fox

Yorktown

*NOTE: You will probably let groups choose an event or person and make sure no events/people are duplicated. Then, the presentations at the end of the project will all have different content so that all of the groups will learn many concepts at the end of this unit.

If you have an event, pick a person (or make up a character which would typify life during this historical event) who would be a major player in the event and design your diary entries before, during, and after this event.

If you have a person, pick an event during this time period which this person is well-known for and design your diary entries before, during, and after this event.

Try to tie in historical quotes, stories of the Revolution (develop your character through your entries to let the reader know his/her interests and ideas), and context about the causes and course of the Revolution in your diary entries as well as how this person/event led to American victory. Sketches of important events could be added to your diary entry as well. You will share your diary entries (a “would-be” primary source) with the entire class at the end of this unit.

Questions Students May Consider:

1. How does the event/person fit in this historical time frame?
2. What are some specific details about this person/event?
3. How was this person/event a turning point during this revolutionary period of the U.S.?
4. What are some of the structural elements in a diary entry?
5. What were some of the causes of the Revolution?

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RESOURCES

“The American Revolution: The Glorious Cause of American Independence.” The American Revolution.Org. 2009. East Aurora, NY. 9 July 2009 <<http://www.theamericanrevolution.org/default.aspx>>.

Gavin, Philip. “The History Place: American Revolution.” The History Place: The Past into the Future. 1996-2009. 8 July 2009 <<http://www.historyplace.com/unitedstates/revolution/index.html>>.

Guertel, Linda. “American Revolution” KidInfo.com. 2008. 9 July 2009 <http://www.kidinfo.com/American_History/American_Revolution.html>.

“Little Known Facts About the American Revolutionary War.” 2000. State of Delaware. 2009. Dover, DE. 9 July 2009 <<http://www.state.de.us/facts/ushist/revfacts.htm>>.

National Center for History in the Schools (U.S.). Bring History Alive! A Sourcebook for Teaching United States History. Eds. Kirk Ankeney, Richard Del Rio, Gary Nash, and David Vigilante. Los Angeles, CA: UCLA Book Zone, 1996. 65.

Ordinary Americans, 2nd edition. Ed. Linda R. Monk, foreword by Ken Burns. Alexandria, VA: Close Up Publishing, 2003.

“Timeline of the American Revolutionary War.” 1995. Independence Hall Association (USHistory.org). 1999-2009. Philadelphia, PA. 9 July 2009 <<http://www.ushistory.org/declaration/revwartimeline.htm>>.

ASSESSMENT

1. Thirty to forty-five minute quick write before and after the scenario
 - a. What were some of the causes and outcomes of the U.S. Revolution and what were some of the reasons for the American victory?
2. Team collaboration rubric
3. Group presentation rubric

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REFERENCES/CITATIONS

Forman, S. E. The Life and Writings of Thomas Jefferson. Indianapolis, IN: The Bowen-Merrill Company, 1900. 414.

“History Standards for Grades 5-12 United States.” UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.

National Center for History in the Schools (U.S.). Bring History Alive! A Sourcebook for Teaching United States History. Eds. Kirk Ankeney, Richard Del Rio, Gary Nash, and David Vigilante. Los Angeles, CA: UCLA Book Zone, 1996. 65.

OSPI. “Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12.” Office of Superintendent of Public Instruction. 2009. Olympia, WA. 5 June 2009 <<http://standards.ospi.k12.wa.us/ComponentListByGrade.aspx?subject=6,GLE&gl=9>>.

Zylstra, Elizabeth. “Revolution and the New Nation.” NWESD Organization. 2008. Anacortes, WA 9 July 2009 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/3.1_NewNation._Zylstra.5.pdf>.