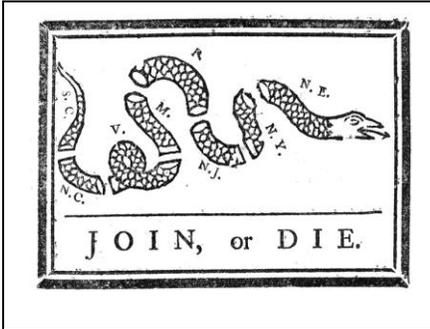


Hitting History with Primary Sources Using the American Revolutionary War



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This sample picture is from a newspaper during the American Revolution.
[First American Symbol Was Pre-Revolutionary in Origin](#)
Benjamin Franklin "Join or Die" Pennsylvania Gazette (Philadelphia), May 9, 1754 Newspaper

This lesson is to give two separate points of views of The American Revolutionary War, through multi examples of materials such as: broadsides, newspaper articles, diaries/ journals, cartoons, pictures, or lyric.

[Overview](#)/[Historical Background](#)/[Materials](#)/[/LOC Resources/Standards/](#)
[Procedures/Evaluation/Rubric/Handouts/Extension](#)

Overview	
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze various primary sources using historical examples from the American Revolutionary War with the Primary Source Analysis Tool Page • Connect by reading two different points of view regarding the war • Create a written document, supporting one side of the war (example: Patriot or Loyalist) using primary sources to guide you for ideas, research, and examples
Recommended time frame	Three-Four Class Periods (60 minutes per class time)
Grade level	4 th -5 th Grades
Curriculum fit	<p>In 4th grade Social Studies, the students are introduced to primary and secondary sources for the first time. They are then asked to be able to identify the difference between the two sources. Once they have been able to identify the difference between the two sources they are asked to try and answer questions regarding history using sources. With the use of secondary and primary sources, in 5th grades they are expected to be able to answer questions as they review United States history. This lesson fits into Era 2, Colonization and Settlement and Era 3, Revolution and the New Nation.</p>

Materials	Paper (for written document, size will depend upon what the student selects to design) Pencils Scissors Primary Source Analysis Tool Page Rubric Collaborative Work Skills: Social Studies/Literacy Page Gallery of Examples from Library of Congress Table: Documents of two points of view
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Michigan State Learning Standards

	RLA.4.2.8 Use conventions of capitalization in written composition (e.g., titles of people; proper nouns such as towns - cities - counties - countries - names of streets - holidays; first word of a direct quote; heading - salutation - closing of a letter). H3.0.1 Identify questions historian ask in examining the past (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
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Lesson Procedures

	<p>Day One:</p> <ol style="list-style-type: none"> 1. Review or introduce Primary Sources with students 2. Review or introduce historical background with the students regarding what led up to the American Revolutionary War 3. Share examples from the Library of Congress documents (e.g., newspaper, broadside, song lyrics, and diary/journal/letter) from the Revolutionary War time period 4. Have the students select one item to analysis one document using the Primary Source Analysis Tool Page. Group students for this activity. 5. Students will share with class as a group, once analysis page is completed 6. Teacher will have students group themselves together by Loyalist or Patriot 7. Once students have selected group, regroup the students by the document that they would like to design and create 8. Direct students to discuss how they will create and design their own personal example of primary source from the time period of the Revolutionary War <p>Day Two:</p> <ol style="list-style-type: none"> 1. Have students work on designing and creating document using the primary source examples as a model <p>Day Three-Four:</p> <ol style="list-style-type: none"> 1. Have students share documents with class
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Evaluation	
	<p>Students will be assessed in two ways.</p> <ul style="list-style-type: none"> • First through the completed document, using the Primary Sources Analysis Tool for Analyzing Photographs & Prints • Second through the Rubric Collaborative Work Skills: Social Studies/Literacy upon their completed project
Extension	
	<p>This lesson may be extended using the following activities:</p> <ul style="list-style-type: none"> • Discuss the different examples of primary sources from the Library of Congress. • Talk about why the resources are so limited • Students may select another and do another example of designing a primary source • Students may select another time period and design another primary source • Students may choose some creative/artistic way to make their document look old. (e.g., burn edges of paper, dye paper used in tea or coffee, or crumple/crinkle the paper used to make it appear older)

Historical Background

From the beginning the American Colonies had been taking care of themselves for years. Britain was located miles across the sea and it took too long for them to wait for the king to decide what they should do when they had a problem. So, the American Colonies just took care of themselves and any problems that might occur. Needless to say, Britain did not like this at all. So, this is when problems started to begin.

There was the problem with debt from the French Indian War that Britain had gathered after winning the war. The way for them to pay off this debt was to tax their people. The best ones to tax were the American Colonies, as they were beginning to grow, prosper, and gain wealth. So, the British King George knew that this would help solve the British problem of their debt, and that was to tax the colonies.

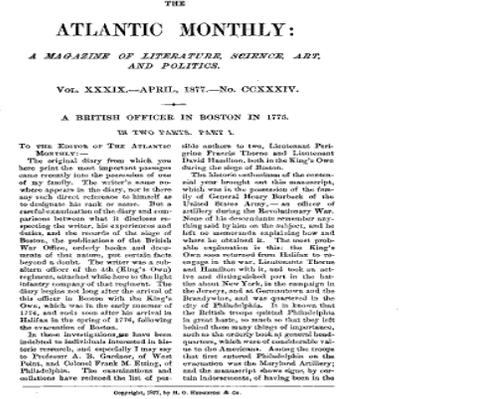
Soon the British government was taxing the American Colonies for various items and things that were needed in the colonies. There was the Stamp Act tax, the Sugar Act tax, and the last straw was the Tea Act tax. The British took away the Stamp tax, but the American Colonies were upset and decided it was time to fight back.

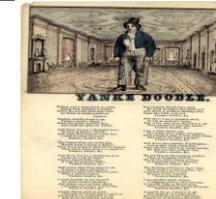
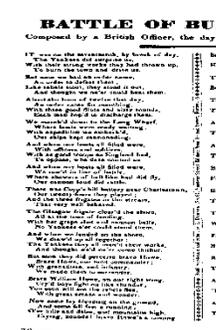
The Sons of Liberty was soon formed. This was a group of men that met in secrecy to fight against the British and King George of England. This group of men that met in secret was later called The First Continental Congress. The British began to do their part in trying to stop the American Colonist by shutting down the Boston Harbor, sending troops to fight against the colonists at Lexington Green and Concord. The Battle of Bunker Hill was one of the most famous battles of this war, though neither side was victorious. However, this battle was the beginning of many other battles to follow.

The second meeting of The Second Continental Congress was when the idea of The Declaration of Independence was born. The line in the sand was drawn and the American Colonist wrote down all of the reasons that they felt that they needed to declare their independence from England. Each person now living in America had to select a side. To be a Loyalist, meant you were loyal to King George of England. Or you could choose to be a Patriot, which meant you were fighting to be part of a free and new country.

Which side would you choose? Would you stay with King George and be an American Colonist that was loyal to Britain or would you fight for your independence and become an American Patriot?

Primary Resources from the Library of Congress

Image	Description	Citation	Permanent URL
	<p>Newspaper Paul Revere (Patriot)</p>	<p>Paul Revere "Unite or Die" Massachusetts Spy (Boston), July 7, 1774 Newspaper Serial and Government Publications Division Library of Congress (2)</p>	<p>http://www.loc.gov/exhibits/us.capitol/two.jpg</p>
	<p>Newspaper: British Soldier (Loyalist)</p>	<p>Serial: The Atlantic Monthly Volume 0039 Issue 234 (April 1877)</p>	<p>"A British Officer in Boston in 1775." <i>The Atlantic Monthly</i> Apr. 1877, issue 234 ed.: 389+. Print. 401) Collection: Journals: Atlantic Monthly (1857 - 1901) http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentation/timeline/amrev/shot/s/describe.html</p>
	<p>Broadside: Revolutionary War, of Indians dumping tea. (Patriots)</p>	<p>Broadside Coll. Port. 37-2a [item] [Rare Book RR]</p>	<p>http://www.loc.gov/pictures/collection/cph/</p>

	<p>Broadside: To ALL True Whigs (Loyalist)</p>	<p>b&w film copy neg. http://hdl.loc.gov/loc.pnp/cph.3b24833</p>	<p>http://www.loc.gov/pictures/item/2002705576/</p>
	<p>Political Cartoon: Benjamin Franklin (Patriot)</p>	<p>digital file from original item http://hdl.loc.gov/loc.pnp/ppmsca.23667</p>	<p>http://www.loc.gov/r/print/res/077_swan.html</p>
	<p>Political Cartoon: British soldier trying to dodge the bullet (Loyalist)</p>	<p>digital file from original print http://hdl.loc.gov/loc.pnp/ppmsca.27854</p>	<p>Crawford, Will. New York: Keppler & Schwarzmann, Puck Building, 1912. Print. http://hdl.loc.gov/loc.pnp/ppmsca.27854 http://hdl.loc.gov/loc.pnp/ppmsca.27854</p>
	<p>Yankee Doodle Song Sheet (Patriot)</p>	<p>"Yankee Doodle" song sheet, date unknown</p>	<p><i>Yankee Doodle.</i> N.p.: Charles Magnus, Print.</p>
	<p>Battle of Bunker Hill (Loyalist)</p>	<p>"Battle of Bunker Hill," date unknown</p>	<p><i>Battle of Bunker Hill 1775.</i> N.p.: British Soldier, Officer, Print.</p>

Handouts

Click on the link:

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf and print it out to use the Primary Source Analysis Sheet.

Name _____

Class _____

Rubric
Collaborative Work Skills : Social Studies/Literacy

CATEGORY	Exceeds Expectations	Meets Expectations	Satisfactory	Incomplete
Contributions	A definite leader who contributes a lot of effort.	A strong group member who tries hard!	A satisfactory group member who does what is required.	May refuse to participate.
Quality of Work	Provides work of the highest quality with no mistakes.	Provides high quality work 1-2 mistakes.	Provides work that needs to be checked with 3-4 mistakes.	Provides work that usually needs to be checked 5 or more mistakes.
Document/Task	Consistently focused on task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time.	Rarely focuses on the task and what needs to be done.

Total Points: _____

Teacher Comments: _____