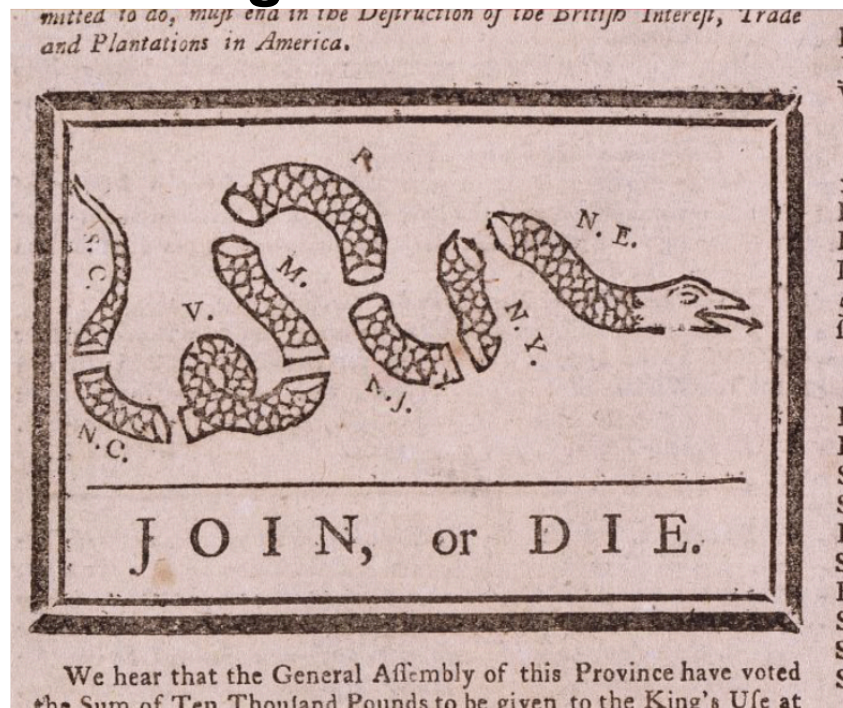




DIGITALLY WRITING NEW HISTORIES

During periods of conflict in the nation's earliest years, why don't we think of cooperation coming from a wide range of ethnicities and gender?



- 1. How can contextualizing and sourcing strengthen understanding of a primary source?**
- 2. How did Joseph Brant (aka Thayendanegea) and Susanna Wright contribute to victory for the British during the French and Indian War?**
- 3. What contributions did William Lee and Sybil Ludington make in helping the colonies gain their independence?**

How did historical events and the actions of people other than white, land-owning, men contribute to the development of America?	
Designed by:	Patti Bouwens
Unit Overview:	People and events through the earliest years of American history. How did historical events and actions of people other than white, land-owning, men contribute to the development of early America?
Grade Level(s):	5th
Connection to Primary Source Materials	Photos and documents
Michigan Social Studies Standards Addressed:	<p>5-U1.4.2 Use primary sources and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structures, and views on property ownership and land use.</p> <p>5- U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and enslaved slaves in the American colonies</p> <p>5-U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.</p> <p>U3.1 Identify the major political, economic, and ideological reasons for the American Revolution.</p>
C3 Indicators	<p>D1.5.3-5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>D2.His.4.3-5 Explain why individuals and groups during the same historical time period differed in their perspectives.</p> <p>D2.His.6.3-5 Describe how people's perspectives shaped the historical sources they created.</p> <p>D3.1.3-5 GAther relevant information form multiple sources while using the origin, structure, and context to guide the selection.</p> <p>D4.2.3-5 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p>

Disciplinary Literacy Essential Practices:	<p>1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons.</p> <p>Daily opportunities for choices</p> <p>Establishing purpose for reading and writing</p> <p>Regular opportunities for collaboration and shared reading/writing experiences</p> <p>2. Read alouds of age-appropriate books and other materials</p> <p>Involving sets of texts that are thematically and conceptually related</p> <p>Modeling of appropriate fluency</p> <p>Higher order dialogues between and among children</p> <p>Comprehension strategies modeled and practiced independently</p> <p>Vocabulary strategies modeled and practiced independently</p> <p>3. Small group and individualized instruction</p> <p>Explicit instruction and modeling of vocabulary and comprehension strategies with narrative and expository text from content areas</p> <p>4. Research and standards-aligned writing instruction through lens of content area</p> <p>5. Intentional and ambitious efforts to build vocabulary and content knowledge</p> <p>Tier 2 and tier 3 words from content areas</p> <p>Repeated opportunities for reviewing and using vocabulary over time and across multiple contexts</p> <p>Encouraged interaction between students during content area discussions</p> <p>6. Abundant reading material and opportunities</p> <p>Wide range of books and materials</p>
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<p>Other Relevant Standards, Connections to the CCSS, or the Context for the Unit</p>	<p>1. Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:</p> <p>a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>3. Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:</p> <p>a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</p> <p>6. Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:</p> <p>a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>d. publish or present content that customizes the message and medium for their intended audiences</p> <p>CCSS.ELA-LITERACY.RL.5.6</p> <p>CCSS.ELA-LITERACY.RI.5.1</p> <p>CCSS.ELA-LITERACY.RI.5.3</p> <p>CCSS.ELA-LITERACY.RI.5.5</p> <p>CCSS.ELA-LITERACY.RI.5.6</p> <p>CCSS.ELA-LITERACY.RI.5.8</p> <p>CCSS.ELA-LITERACY.W.5.2</p> <p>CCSS.ELA-LITERACY.W.5.2.D</p> <p>CCSS.ELA-LITERACY.W.5.4</p> <p>CCSS.ELA-LITERACY.W.5.7</p> <p>CCSS.ELA-LITERACY.RH.6-8.2</p> <p>CCSS.ELA-LITERACY.RH.6-8.6</p> <p>CCSS.ELA-LITERACY.RH.6-8.7</p> <p>CCSS.ELA-LITERACY.RH.6-8.9</p>
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Compelling Question:		
During periods of conflict in the nation's earliest years, why don't we think of cooperation coming from a wide range of ethnicities and gender?		
Supporting Question 1	Supporting Question 2	Supporting Question 3
How can contextualizing and sourcing strengthen understanding of a primary source?	How did Joseph Brant (aka Thayendanegea) and Susanna Wright contribute to victory for the British during the French and Indian War?	What contributions did William Lee and Sybil Ludington make in helping the colonies gain their independence?

Lesson 1: Contextualization and Sourcing

Supporting Question 1:	How can contextualizing and sourcing strengthen understanding of a primary source?
Step 1	Ask the class to give you names of the people they know of from our early history. Make a list as they give you names. After a few minutes of collecting names, step back and have the class share their noticings. Record these.
Step 2	<p>As it's a pretty safe bet that George Washington and/or Benjamin Franklin will be on the list share either of the following;</p> <p>https://memory.loc.gov/cgi-bin/ampage?collId=lljc&fileName=002/lljc002.db&recNum=91&itemLink=r?ammem/hlaw:@field(DOCID+@lit(jc00237)):%230020092&linkText=1</p> <p>A primary document of Washington accepting supreme command of the forces for the Revolutionary War.</p> <p>-or- share this from:</p> <p>https://www.loc.gov/item/today-in-history/january-17/</p> <p>Franklin's Pennsylvania Gazette, begun in 1728 and acquired by him the following year, was Philadelphia's second newspaper but quickly became its most prominent. The May 9, 1754, issue included "Join, or Die," which is widely considered America's first political cartoon. Devised by Franklin, it reflected concern about increasing French pressure along the western frontier of the colonies. The cartoon equates the segments of a snake with the then separate colonies, suggesting that if they did not unite against their common enemy, they, like a disjointed snake, would not survive.</p> <p>Here is a photo of his cartoon:</p> <p>https://www.loc.gov/resource/cph.3g05315</p>

Step 3	<p>In a whole class discussion format: (Use if you chose to share about Benjamin Franklin.)</p> <p>Ask students to identify and evaluate Mr. Franklin's purpose in producing the symbol. (sourcing)</p> <p>Then, ask students, "How might the circumstances in which the symbol was created affect its content?"</p> <p>(contextualization)</p> <p>-or-</p> <p>(Use if you chose to share about General Washington.)</p> <p>Ask:</p> <p>What was General Washington's perspective while addressing the congress?</p> <p>(sourcing)</p> <p>How might the circumstances in which the document was created affect its content?</p> <p>(contextualization)</p> <p>https://sheg.stanford.edu/sites/default/files/download-pdf/Historical%20Thinking%20Chart.pdf</p>
Formative Assessment Task	<p>Students will record their answers to the two questions that were discussed. They can respond in the following google slide. It can be used after each lesson and for the final summative assessment. (10 - 20 minutes)</p>

Lesson 2: Joseph Brant and Susanna Wright	
Supporting Question 2:	How did Joseph Brant (aka Thayendanagea) and Susanna Wright contribute to the colonies winning the French and Indian War?
Step 1	<p>Show a picture of John Smith and George Washington. Ask the class to identify the men. Then show a picture of Joseph Brant. Ask if any of them know who he is? Why do we recognize the two white men and not the indigenous man? They all seem to be important based on their photos.</p> <p>Contextualize: What was different then (1700's)? What was the same?</p>

Step 2	<p>Share the following script with information about Brant from, http://www.josephbrant.com/</p> <p>“After the age of 15, Brant became part in several important military actions in Seven Years War that was fought between France and England forces. Some of his most important involvements from that time were in James Abercrombie's 1758 expedition (which was concluded with a bloody Battle of Carillon), William Johnson's 1759 Battle of Fort Niagara (where he reached the rank of Captain) and Jeffery Amherst's 1760 expedition to Montreal via the St. Lawrence River (where he took part in a siege of Montreal). For the service in this war, he and 181 of other Indians received Silver Medal.”</p>
Step 3	<p>Ask again: What was different then (1700's)? What was the same?</p> <p>Share the following information found from,</p> <p>https://wams.nyhistory.org/settler-colonialism-and-revolution/settler-colonialism/susanna-wright/</p> <p>“Susanna’s family’s ferry had made their town an important stopping point for any western expedition. This gave Susanna the opportunity to meet some of the most important people of her time. In the early years of the French and Indian War, Susanna helped Benjamin Franklin prepare British troops heading west to fight the French. Benjamin was so impressed with her that they began a lifelong friendship. He made sure to send Susanna the most up-to-date news and scientific papers, and Susanna sent him her writings and opinions on the most pressing matters of the day.”</p> <p>Here is a sourcing question for the class. https://sheg.stanford.edu/sites/default/files/download-pdf/Historical%20Thinking%20Chart.pdf</p> <p>Evaluate the source’s trustworthiness by considering genre, audience, and purpose.</p> <p>Was Susanna Wright really acquainted with Benjamin Franklin? Did he ask for her help? Can we trust this source? Why or why not? Why is it important to analyze more than one source?</p> <p>To show the students that indeed Susanns and Benjamin were acquaintances, you might want to share the letters of correspondence between the two.</p> <p>https://founders.archives.gov/documents/Franklin/01-04-02-0071</p>
Formative Assessment Task	<p>In a google slide based on either of the excerpts and discussion shared in this lesson, explain how things in the 1700”s were different and how things are the same today. (10 - 20 minutes) (You will add to your google slide throughout the unit.)</p>

Lesson 3: William Lee and Sybil Ludington

Supporting Question 3:	What actions did William Lee and Sybil Ludington take to help the colonies gain their independence?
Step 1	<p>Say, “If someone is mentioned in George Washington’s will they must be important. Right? I am going to show you an excerpt from his will.</p> <p>Hypothesize what the author will say before reading the document.</p> <p>(Record student responses.)</p> <p>Show this piece of George Washington’s will. It’s the part that mentions William Lee. https://www.livingtrustnetwork.com/estate-planning-center/last-will-and-testament/wills-of-the-rich-and-famous/last-will-and-testament-of-george-washington.html</p> <p>Specifically:</p> <p>“...And to my Mulatto man, William (calling himself William Lee) I give immediate freedom; or if he should prefer it (on account of the accidents which have befallen him, and which have rendered him incapable of walking or of any active employment.) to remain in the situation he now is, it shall be optional in him to do so: In either case however, I allow him an annuity of thirty dollars during his natural life, which shall be independent of the victuals and clothes he has been accustomed to receive, if he chooses the last alternative: but in full with his freedom, if he prefers the first: & this I give him as a testimony of my sense of his attachment to me, and for his faithful services during the Revolutionary War...”</p> <p>Ask, “Have you heard of William Lee before today?”</p> <p>Share the following photo with the class and discuss what they see.</p> <p>https://www.battlefields.org/learn/biographies/william-billy-lee</p> <p>Give the class to talk about what they see in the photo. Some might say that it’s wrong to have Billy Lee in the background. He should be next to Washington, in the light.</p> <p>Others may realize that even having Billy Lee in a painting with Washington is a big idea. Must be important to Mr. Washington if he’s anywhere in the painting.</p> <p>Contextualize:</p> <p>How might the circumstances in which the document was created affect its content?</p> <p>In other words, how were enslaved people treated, thought of in the late 1700’s? Would it be common for them to be included in a painting with their owners? Why might Mr. Washington have made this choice?</p>

Step 2	<p>Share the following picture with the class.</p> <p>https://www.kidsdiscover.com/wp-content/uploads/2015/03/Sybil_Ludington.jpg</p> <p>Allow discussion. Have they seen this before? Who do they think it might be? What time period might this be referring to?</p> <p>Next, share this information with the class from the same web site as the statue picture above.</p> <p>“...Sybil Ludington was 16 years old when she rode 40 miles on horseback one night in April 1777 to warn her father’s troops about a British attack on Danbury, Connecticut...”</p> <p>Does this remind you of anyone else in our history? (Paul Revere) Why is it we all know about the ride of Paul Revere and not the ride of a 16year old girl? The site goes on to say,</p> <p>“...Sybil became known as “the female Paul Revere” — although she actually rode a much longer distance than he did.”</p> <p>Another source, https://www.battlefields.org/learn/articles/women-american-revolution_says,</p> <p>“New York teenager Sibyl Ludington, was the female equivalent of Paul Revere, though she rode twice as far as Revere and in a driving rainstorm in April, 1777. Her ride took her through Putnam and Dutchess Counties, New York where she roused local militia to fight a British force that had attacked nearby Danbury, Connecticut. The Daughters of the American Revolution erected a heroic equestrian statue to Ludington in Carmel, New York along the forty mile route she traveled.”</p>
Step 3	<p>If time allows, split the class into two groups. One group will research the ride of Paul Revere and the other, the ride of Sybil Ludington. Using their findings they will have a class debate on who should be the more celebrated American hero. (They could record their findings on their google slides or create large class posters.)</p>
Step 4	<p>William Lee was one of Washington's most trusted workers. He traveled everywhere with him. Look at, https://www.battlefields.org/learn/biographies/william-billy-lee, and elaborate on how he was a help and support to General Washington. Continue with your google slides for this unit to record your findings.</p>

Summative Assessment

Choose one of the following to research and share their importance to our nation's development during our early years.

*Molly Brant

*Deborah Sampson

*Mary Katharine Goddard

*Mary Jemison

*Esther Wheelwright

*Giles

*Lydia Barrington Darragh

*John Butler (Loyalist)

*Thomas Peters (Loyalist)

Add to your google slideshow sharing your findings. Remember to ask questions and use prompts from the Sourcing and Conceptualizing sections of the Historical Thinking Chart. (See Rubric for specifics.)

Rubric

Summative Assessment Criteria	3	2	1
Accuracy with information. Grammar and structure.	Accuracy can be traced to sites used in the research. Grammar and sentence structure are clear and cause no hardship for the reader.	Accuracy can be traced to the sites used in the research. There are some grammar and sentence structure errors that cause the reader to stumble on the reading.	There are mistakes in the accuracy. Errors in grammar and sentence structure make understanding difficult for the reader.
Use of questions/prompts from the Historical Thinking Chart.	Several questions and prompts are used to show the reader that your knowledge of the American hero is deepened by using them.	Limited use of the chart is evident.	Used either sourcing or contextualizing, but not both.
Resources used. (Some historical heroes will have limited resources. This will be taken into account when scoring.)	At least three reputable resources were used in researching and reporting on the historical hero. All resources are recorded in the google slides.	More than one resource was used, however all the information in the report came mainly from one resource. Evidence and collaboration of resources used when reporting is limited. Some of the resources are recorded in the google slides.	Only used one resource for information. Resource is not recorded.
Demonstration of knowledge about your researched individual.	You may have quotes in your presentation however, most of the information is translated in your words. Indicates a solid understanding of the historical hero.	Information is limited and the author does not make it clear that they "know" their historical hero beyond the words on the researched site.	A majority of the information is quoted and at times seems disconnected from what the learner is trying to report.

About the Inquiry Author



Patti Bouwens teaches 5th grade for Hudsonville Public Schools at Alward Elementary, in Hudsonville, MI. She has taught all subjects for 5th grade in Hudsonville for 14 years. She loves teaching history because it brings wonder, discussion, and it can be skillfully incorporated with ELA. She can be contacted at, pbouwens@hpseagles.net.

Learn More About the Inquiry Here:

The screenshot shows a Google Docs interface with a document titled "Lesson 1: Contextualization and Sourcing". The document is open in a browser window with several tabs visible: "Inbox - pbouwens@hp...", "Inbox - pattibouwens...", "My Drive - Google Drive", "Take two Unit Plan - G...", and "unit description and b...". The document content includes a table with the following structure:

Lesson 1: Contextualization and Sourcing	
Supporting Question #	How can contextualizing and sourcing strengthen understanding of a primary source?
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