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# Revolutionary Perspectives: Using Primary Sources and Art to Teach the Causes of the American Revolution [4th grade]

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*Education Department*

*Understanding by Design Curriculum Units*

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*Trinity University*

*Year 2006*

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Revolutionary Perspectives: Using  
Primary Sources and Art to Teach the  
Causes of the American Revolution

Michael Shay  
Trinity University,

Carrie Susong  
Trinity University,

# UNDERSTANDING BY DESIGN

## Unit Cover Page

**Unit Title: Revolutionary Perspectives: Using Primary Sources and Art to Teach the Causes of the American Revolution**

**Grade Level: 4**

**Subject/Topic Area(s): Social Studies/American History**

**Designed By: Michael Shay & Carrie Susong**

**Time Frame: 4 Weeks (20 days)**

**School District (One Designer):**

**School:**

**School Address and Phone:**

**Brief Summary of Unit (Including curricular context and unit goals):**

In this unit, students will learn about the events leading up to the American Revolution through primary and secondary print sources and artwork. Students will recognize that British and American points of view differed greatly through the pre-Revolutionary time period. These differing points of view are present in primary and secondary print sources and artwork. Students will distinguish between these points of view and explain how different perspectives and ideas played an important role in the causes and events leading to the American Revolution. They will then apply critical thinking skills to create a written account and piece of artwork that interpret an event of the American Revolution from a specific point of view.

## Content Standard(s)

**TEKS 4.22 The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.**

- a. The student is expected to differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas.
- b. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- d. identify different points of view about an issue or topic.
- e. identify the elements of frame of reference that influenced the participants in an event.

**TEKS 4.23 The student communicates in written, oral, and visual forms.**

- b. The student is expected to incorporate main and supporting ideas in verbal and written communication.

**TEKS 4.2 The student expresses ideas through original artworks, using a variety of media with appropriate skill.**

- b. The student is expected to design original artworks.

**TEKS 4.3 The student demonstrates an understanding of art history and culture as records of human achievement.**

- a. The student is expected to identify simple main ideas expressed in art.
- c. identify the roles of art in American society.

**TEKS 4.4 The student makes informed judgments about personal artworks and the artworks of others.**

- a. The student is expected to describe intent and form conclusions about personal artworks.
- b. interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

**Core Knowledge Grade 4 History and Geography: The American Revolution**

- B. Causes and Provocations
- C. The Revolution

## STAGE 1 – DESIRED RESULTS

### Essential Question(s)

In history, who do we believe and why?

How can art tell a story?

### *Understanding(s)* Students will understand that...

British and American points of view differed greatly during the revolution and still do today concerning the war's causes.

Perspective influences historical interpretation.

Art can be used to make important personal and political statements.

*Students will know...*

- Key terms – point of view, tax, boycott, smuggle, quartering, massacre, committees of correspondence, primary and secondary sources, minuteman, patriot, loyalist, Tory, petition, cause and effect
- the causes of the American Revolution
- important figures of the American Revolution

*Students will be able to:*

- identify and analyze a document's point of view
- explain how perspective affects detail
- write an account and create art that portray an historical event with accuracy and detail from a distinct point of view

**K**

## STAGE 2 – ASSESSMENT EVIDENCE

### Performance Task

**T**

You are an artist working for a local newspaper during the American Revolution. You are either a British loyalist or an American patriot, and you are proud of your beliefs. You have just learned about the battle of Bunker Hill, and you have received an objective, factual account of the details of the battle. Your job is to write an article explaining the event for your newspaper. You also must create a piece of art that will be published in the newspaper next to your article, showing what happened. As a loyalist or a patriot, you must convince others to believe your side of the story. Read the factual account and rewrite the battle from your side's point of view – British or American. After reading your article, readers should agree with you that your side is the “good” or “right” side.

### Key Criteria:

You must create your article with a specific point of view. Your work of art should also represent a specific point of view, whether it is a patriot's or loyalist's perspective. Your article and work of art should support each other. Your work will be judged according to detail, originality, persuasiveness, and appearance. You will show your article and artwork to an audience of peers whom you are trying to persuade.

### Other Evidence

Prompt on points of view  
Quiz/prompt on historical events and artwork  
Artwork of Battle at Lexington and Concord

Performance task  
Culminating self-assessment

## STAGE 3 – LEARNING ACTIVITIES

(Each day's lesson is designed to be 45 minutes in length.)

1. **Day One:** Give the students differing accounts of the Boston Massacre; half the class receives an account from the Boston Gazette, and half of the class receives a Tory account. Students perform an activity listing the important events leading to the shootings, and then share their sequence with the rest of the class. As different accounts surface, reveal the different sources to the students. Show the different pictures depicting the Boston Massacre and have the class complete a Venn Diagram comparing and contrasting the visual representations. **H**
2. Introduce the Essential Questions and discuss the culminating unit performance task. Inform students that the questions will be explored through the causes and events leading to the American Revolution. **W**
3. **Day Two:** Read an account of The Three Little Pigs to the class. Students answer questions provided on a worksheet covering factual recall of the events in the story. Who started the conflict? Who are the victims of the story? (Who is good and bad?) Follow by reading *The True Story of the Three Little Pigs* (Sczieska) to the class. Students then answer another set of identical questions, this time regarding the Sczieska account. Discuss why these accounts are so different. How do we know what really happened? How does point of view change the story? HW: Students create two different illustrations of the story; one from the pigs' point of view, one from the wolf's point of view. **ER**
4. **Day Three:** (Key vocabulary terms are introduced and recorded throughout the unit.) Revisit how point of view affects details in a story or history. Introduce The Proclamation of 1763. Show students excerpts from the Proclamation of 1763. Class makes a T-Chart showing reasons why Britain made the laws, and why the colonists disagreed with its stipulations. **E**
5. **Day Four:** Tax Simulation: Present students with job cards explaining who they are, what their job is, and how much money they have. Students then role play in a store simulation to buy goods needed for their work. Teacher leads the class in a discussion comparing what students can buy before items are taxed (paper, glass, paint, tea, lead, etc.) and after items are taxed. Students write a response after the activity, conveying their emotions about the taxes, the effects of the taxes on their life, and choices they might make concerning the taxes (what would they do?) **ERT**
6. **Day Five:** Review student responses from previous day's lesson. Ask students how they might have reacted to the taxes. Explain that reactions to the taxes were severe, and were documented in several ways. Show lithographs and pictures of tax reactions from both colonial and British points of view. Lead class discussion identifying elements of each work of art and have students compare and contrast the works. Identify each work's source: Is this work British or colonial? **WERT**
7. **Day Six:** Boycott & Smuggling Demonstration: Students learn the concepts of boycotting and smuggling through classroom demonstrations and anecdotal accounts. **ET**
8. **Day Seven:** Assessment: Points of View Excerpts – Students identify point of view of authors and respond to questions accompanying the texts. **E-2**
9. **Days Eight and Nine:** Video/Slide Show: What happened when Mr. Redcoat stayed with the teacher? Teacher shows video or pictures that simulate the experience of quartering a soldier. Students fill out observation sheet while they watch the video/slide show. **HET**
10. Revisit Lesson One: Have students work in groups to assemble the accounts and illustrations. Groups create their own reports explaining what they think really happened during the Boston Massacre. Students present their reports and discuss how they made their decisions. **R**
11. **Day Ten:** Committees of Correspondence: Students read about Committees of Correspondence. Respond to reading by having students participate in Telephone Activity. In the first round, students communicate verbally. In the second round, students use written notes to communicate. Close with class discussion about which technique was more effective. **ERT**
12. **Day Eleven:** Students read Hewes' primary source account of the Boston Tea Party. Teacher guides students in looking at visual representations of the event. How are the artworks different from the factual details? Why would the artists have changed the details? Whose point of view does the artist's work represent? **ERT**

13. Students work in groups, role playing different figures during the Boston Tea Party: a participant, a patriot bystander, a loyalist bystander, and a tea merchant. During discussion, students fill out response sheet to record their group's discussion and different points of view represented. **ER**
14. **Day Twelve:** Introduce the concept of petitions through a current event: perhaps a city, state, or national issue that has recently required a petition. How are petitions more effective than single voices? What is the purpose of petitions? Present modified account of the First Continental Congress' petition to King George. Guide students in discussion predicting George's reaction to the petition. Students write responses from the perspective of King George. **ER**
15. **Day Thirteen:** Assessment: Factual recall (multiple choice) and pictorial representation quiz. **E-2**
16. **Day Fourteen:** Patrick Henry's Speech: Students listen to and read Patrick Henry's "Give Me Liberty or Give Me Death" speech from the Virginia state assembly. Students respond with a T-chart listing pros and cons of following Patrick Henry's call to take arms. Introduce minutemen and show their background through a slide show. **ET**
17. **Day Fifteen:** Paul Revere's ride: Provide background information on General Gage and his mission to stop the plans of the Sons of Liberty. Introduce Paul Revere and William Dawes. Give PowerPoint presentation on the factual account of Revere's ride, with maps and timeline for visual aid. Students fill out timeline as they watch presentation. **ET**
18. Students read Henry Wadsworth Longfellow's "The Midnight Ride of Paul Revere" and complete a compare/contrast sheet, using the factual timeline to reference the verity of Longfellow's poem. Students finish by answering questions about primary vs. secondary sources. **ER**
19. **Day Sixteen:** Review details of Paul Revere's ride. Introduce what happened next: the battle at Lexington and Concord. Give students one of three different accounts of the battle (patriot minuteman, General Gage, & sister of Tory soldier). Students take notes on details of each account and infer who wrote the account – primary or secondary? Students learn sources of each account and class creates a factual edition using all three sources. **ER**
20. **Day Seventeen:** Assessment: Students are placed in pairs (or groups) and are assigned a point of view concerning the Battle at Lexington and Concord: minuteman, redcoat, or factual (class-created). Students are given a rubric and create an artwork to show point of view. **E-2T**
21. **Days Eighteen – Twenty:** Performance Task: Introduce events leading to Bunker Hill. Give students Performance Task instructions and rubric. Students use three days to complete their projects. **E-2T**
22. Culminating Assessment: Students complete questionnaire and write short responses about themselves. How has this unit taught them to consider others' points of view? Is someone "right" because they think they are? **RE-2T**

# Bunker Hill Article and Depiction

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Article: Idea and Organization</b>	Article answers the 5 W's. The events are retold in a sequential order. The article is detailed and easy to understand.	Article answers the 5 W's. The events are retold in a sequential order. The article has some details.	Article answers the 5 W's. The events includes important information, but lacks sequential organization.	Article is missing important details. 5 W's are not clearly answered. Details are missing order.
<b>Article: Voice and Word Choice</b>	Article is written from one point of view. Word choice supports the point of view and grabs the reader's attention. Voice of the author sounds realistic and accurate to the time period.	Article is written from one point of view. Word choice supports the point of view. Voice of the author attempts to be realistic, but is not always consistent.	Article is written from one point of view. Word choice somewhat supports the point of view. Voice of the author does not match the time period.	Article's point of view is unclear. Reader is left with many questions about who the author is and what they believe happened.
<b>Article: Conventions</b>	Writer makes no grammatical, capitalization, punctuation, or spelling errors that distract the reader from the content.	Writer makes 1 or 2 noticeable errors, but the conventions do not distract or confuse the reader.	Writer makes a few noticeable errors that somewhat distract the reader from the content.	Writer makes several errors that prevent the reader from understanding the content.
<b>Article: Workmanship</b>	Writer followed the writing process and demonstrated outstanding effort. Writer used time wisely.	Writer followed the writing process. Writer used all time to produce the article. Writer gave moderate effort.	Writer followed the writing process, but class time was not always used wisely. One of the steps of the writing process is not fully completed.	Writer did not fully complete the writing process. More than one step is not fully completed or missing. Time was not used wisely.
<b>Artwork: Point of View</b>	Art shows a clear point of view. Several details in the work are vivid and support the artist's perspective.	Art shows a clear point of view. Details support the artist's perspective.	Art shows a clear point of view. Work lacks some important details.	Point of view is not clear. Details are not present, or confuse the viewer.
<b>Artwork: Accuracy</b>	Many details in the work are accurate to the time period. Artwork looks as if it could have been created during the time period.	Art includes several details that are accurate to the time period. Artwork looks similar to art that was created during the time period.	Art includes some details that are accurate to the time period. One or two details take away from the accuracy of the artwork.	Art is missing several important details. The artwork is not accurate to the time period.
<b>Artwork: Creativity</b>	The student's personality and voice comes through in the artwork. Several details are original and clearly the student's own.	The student's personality comes through in parts of the artwork. Student uses other examples as a starting place and has added some details	The student has copied several details from examples. Artwork lacks student's personality, but the assignment is complete.	Student has not made much attempt to complete the artwork, or has copied an example.
<b>Artwork: Workmanship</b>	Student went above and beyond expectations. Much time and effort was used to complete the artwork.	Class time was used wisely. Student met all expectations. Solid effort was shown.	Class time was not always used wisely. Student still met all expectations.	Class time was not used wisely. Student did not meet all expectations.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Battle of Bunker Hill

### MY ARTICLE

- My article tells **who** is giving the account, **where** the account is happening, **what** is happening, **when** it is happening, and **why** the event is happening.
- My article tells the events in the order that they happened, from first to last.
- My article is told from the point of view of \_\_\_\_\_. Each sentence sounds like something \_\_\_\_\_ would say or think.
- I have checked my article for grammar, capitalization, punctuation, and spelling, to the best of my ability.
- I followed each step of the writing process. I have included all my work with my final draft. (Brainstorm, Outline, Rough Drafts, editing & revising, and Final Copy.)
- My work is nice and neat, and easy to follow.

### MY ARTWORK

- My artwork shows **where, what, when, and why** the event is happening.
- My artwork shows the point of view of \_\_\_\_\_.
- My artwork has details to support \_\_\_\_\_'s point of view.
- My artwork looks like it could have been created during the Revolutionary War. It looks like other paintings or drawings made then.
- My artwork is colorful, neat, and comes from my own brain!
- I used my time wisely when I was finishing this project.
- I have included a rough sketch with my final art piece.