

Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: **Participating in a Group**

Designed by: **Jo Anne Deshon**
District/Agency: **Christina School District**

Content Area: **Social Studies**
Grade Levels: **K-1**

Summary of Unit

The purpose of citizenship education is to contribute to the health of our democracy and to empower students to “translate their beliefs into actions and their ideas into policies.” The focus of Civics Standard Four at the K-3 level is on participatory group skills. Though not inclusive, the benchmark enumerates the key skills as defining an objective, dividing responsibilities, and working cooperatively. Understanding these skills means understanding why they are necessary or effective and how they might be accomplished.

Groups of equals require procedures and skills to organize a common enterprise. Defining an objective, dividing responsibilities, and working cooperatively usually require leadership and procedures for collective decision-making. Participatory group skills include leadership skills, the ability to follow orders, and the everyday social skills necessary for peaceful coexistence.

Teachers at this grade cluster who use a group setting in a classroom could ask students to define how best they might work together to achieve common goals. Are there other skills necessary besides those above? What characteristics do people who work cooperatively have in common?

Source: [Delaware Social Studies Clarifications Document](#)

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Content Standards

- **Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

Big Ideas

- Citizenship
- Social decision-making

Unit Enduring Understandings (K–12)

Students will understand that:

- Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.
- Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.

Essential Questions

- How should people work in groups to get things done?
- When is working in a group better than working alone?

Knowledge and Skills

Students will know...

- Characteristics of people who work well together.
- How students might best work together to achieve common goals.

Students will be able to...

- Explain the reasoning used in making decisions and solving problems (when students define an objective, divide responsibilities, and work cooperatively).
- Demonstrate teamwork and leadership.
- Adapt to varied roles and responsibilities.

Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 2 – Assessment Evidence
(Evidence that will be collected to determine whether or not Desired Results are achieved)

Transfer Task One

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.







Essential Question Measured by the Transfer Task

- When is working in a group better than working alone?
- See handout for [Transfer Task #1](#), pages 22–23.

| | |
|----------------------------|--|
| Prior Knowledge | You have just learned how people should work in groups to get things done and when working in a group is better than working alone. Now you are ready to persuade four of your friends to work together to complete a task. |
| Problem | <p>You and four other students have been given the job of decorating the classroom for Thanksgiving. How do you decide what decorations to make?</p> <p>You and four other students have been given the job of decorating the classroom for Thanksgiving. Your best friend is in your group and wants all of you to work alone.</p> <p>Explain to your best friend (and the other three people in your group) why it would be better for the five of you to work in a group than for each of you to work alone.</p> <p>Then answer this question: How do you decide what decorations to make?</p> |
| Role/Perspective | You are a student working with four other students. You have taken on a leadership role trying to convince your best friend (and the others) to work as a group instead of alone. |
| Product/Performance | <ul style="list-style-type: none"> • Complete the response chart by drawing and/or writing at least two ideas in each column. • Use the ideas in your chart to plan what to say to your best friend (and the other three people in your group). You do not have to write down your speech, but be ready to give your speech to your elbow buddy* in class tomorrow. • On the back of the response chart, answer the question: How do you decide what decorations to make? <p><i>(The teacher may have to walk around the class and write dictated sentences, phrases, or words that students say as they explain their drawings.)</i></p> <p><i>*An "elbow buddy" is the person to your right or left—closest to your left elbow or right elbow. The teacher might go around before class and point out to each student who his/her elbow buddy is so that no one is left out. Of course, there might be a group of three if you have an odd number of students.</i></p> |

| | |
|---|---|
| <p>Criteria for Exemplary Response</p> | <p>Response Chart and Plan</p> <ul style="list-style-type: none"> • The response chart should be filled out with at least two ideas (pictures and/or words) in each column. • In the first column, the ideas should make sense and be convincing—WHY is it better to work in a group to make the decorations? • In the second column, the ideas should make sense and be convincing—WHY would working alone NOT be as good for making the decorations? • The answers on your response chart show that you understand that there are times when working in a group is better than working alone. • On the back of the response chart paper, you suggest a plan for deciding what decorations to make. Your plan shows that you understand how people should work in groups to get things done. • Speech. • When you give your speech to your elbow buddy, he/she is convinced (because of your speech) that working in a group will be better for making the decorations. • Your elbow buddy checks your chart to see if all of the ideas on your chart were used in your speech and finds out that you did use all of the ideas on your chart. |
|---|---|

Rubric

| Scoring Category | Score Point 3 (Thoroughly Developed) | Score Point 2 (Partially Developed) | Score Point 1 (Minimally Developed) |
|--|---|---|---|
| The chart lists valid reasons (in pictures and/or words) why working in a group to make Thanksgiving decorations is better than working alone. | There are at least two ideas (pictures and/or words) that make sense and are thoroughly convincing as to WHY it is better to work in a group to make the decorations. | There is only one idea (picture and/or words) that makes sense and it is thoroughly convincing as to WHY it is better to work in a group to make the decorations. | There may be one or two ideas (picture and/or words) that are unclear and only somewhat convincing as to WHY it is better to work in a group to make the decorations. |
| The chart lists valid reasons why working alone would not be as good as working in a group to make Thanksgiving decorations. | There are at least two ideas (pictures and/or words) that make sense and are thoroughly convincing as to WHY working alone would not be as good as working in a group. | There is only one idea (picture and/or words) that makes sense and it is thoroughly convincing as to WHY working alone would not be as good as working in a group. | There may be one or two ideas (picture and/or words) that are unclear and only somewhat convincing as to WHY working alone would not be as good as working in a group. |
| Your plan shows that you understand how people should work in groups to get things done. | Your plan includes all three ideas: defining an objective dividing responsibilities working cooperatively. | Your plan includes two of the three ideas: defining an objective dividing responsibilities working cooperatively. | Your plan includes one of the three ideas: defining an objective dividing responsibilities working cooperatively. |
| Your elbow buddy is convinced that working in a group will be better than working alone to make the decorations. |  |  |  |
| Your elbow buddy checks your chart to see if you used all of the ideas on your chart during your speech. |  |  |  |

Total Score _____

Above the Standard: 13 to 15

Meets the Standard: 8 to 12

Below the Standard: 5 to 7

Depending on the ability of your students (and because young students may have difficulty assessing friends as well as the amount of time evaluating each student's speech would require), teachers might score only the individual charts that each child produces.

If teachers use only the top three items in the rubric, the scoring standards would, of course, need to be changed:

Above the Standard: 8 to 9
Meets the Standard: 7 to 6
Below the Standard: 3 to 5

Although elbow buddies will fill out the [Elbow Buddy Evaluation Form](#) (and teachers may decide to use them—depending on the ability of their students—as a valid form of assessment), the speeches given to elbow buddies can be evaluated during a whole-class debriefing session. The last two rows of the rubric should be used to guide the whole-class debriefing session.

Debriefing Questions

- How many of you were convinced (by your partner’s speech) that working in a group is better than working alone to make the decorations? *A whole-class response, such as “thumbs up,” would work well here.*
- What persuasive ideas did your partner say to convince you that working in a group is better than working alone?
- Did your partner use all of the ideas listed on his/her chart?
 - **If yes**, did that make the speech more persuasive? Explain why or why not.
 - **If no**, did that make the speech less persuasive? Explain why or why not.
- Is there anything you might suggest to your partner to make his/her speech more convincing?
- Those of you who gave the speech, was it helpful to have your chart with ideas in front of you? Explain why or why not.
- Did one side of the chart help you more than the other side? Explain why or why not.

Transfer Task Two

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.

Essential Question Measured by the Transfer Task

- How should people work in groups to get things done?
- See handout for [Transfer Task #2](#), pages 26–27.

| | |
|----------------------------|---|
| Prior Knowledge | You have learned how people should work in groups to get things done. You have learned the skills that are necessary for working in a group. You have learned the characteristics people who work cooperatively have in common. |
| Problem | <p>You and 12 kids in your neighborhood get together to play baseball. How do you decide who plays what position? One of your friends is bossy and you want to remind him of the steps you all might take to decide who plays what position. You want to remind him of how people behave when they are working together.</p> <p>After telling your friend the steps you might take AND how people behave when they are working together, be sure to give specific ideas about how you decide who plays what position.</p> <ul style="list-style-type: none">• You and 12 kids in your neighborhood get together to play baseball. How do you decide who plays what position?• One of your friends is being a bit bossy and you want to remind him of the steps you all might take to decide who plays what position. You want to remind him of how people behave when they are working together.• After telling your friend the steps you might take AND how people behave when they are working together, be sure to give specific ideas about how you decide who plays what position. |
| Role/Perspective | You are one of the kids who got together with others to play baseball. You remind your 12 friends of the steps you all might take to decide who plays what position and how people behave when they are working together. |
| Product/Performance | Make a plan of what you want to say to your friends. You can use pictures, a few words, or sentences. You should number your ideas and put them in what you think is the best order. You should add any details that you think are important for your friends to think about and remember. |

| | |
|--|--|
| Criteria for Exemplary Response | <ul style="list-style-type: none">• Your plan should include the three skills that are necessary for working in a group.• Your plan should include ideas about why people need both leadership skills and the ability to follow orders.• Your plan should explain why groups need some people who are leaders and some people who follow orders.• Your plan should include ideas about the characteristics people who work cooperatively have in common. |
|--|--|

Transfer Task #2 Rubric

| Scoring Category | Score Point 3 (Thoroughly developed) | Score Point 2 (Partially developed) | Score Point 1 (Minimally developed) |
|--|--|---|--|
| The plan (using pictures or words) should include these three steps: define an objective, divide responsibilities, and work cooperatively. | The plan (pictures and/or words) clearly identifies all three steps : define an objective, divide responsibilities, and work cooperatively. | The plan (pictures and/or words) clearly identifies two of the three steps: define an objective, divide responsibilities, and work cooperatively. | The plan (pictures and/or words) clearly identifies only one of the three steps: define an objective, divide responsibilities, and work cooperatively. |
| The plan should include a comment about when people work in groups, often one person becomes a leader, and everyone should be willing to follow orders (even the leader should be good at following orders). | The plan (pictures and/or words) clearly identifies both ideas about leadership and following orders: someone usually takes on a leadership role and everyone should be willing to follow orders. | The plan (pictures and/or words) clearly identifies only one idea about leadership or following orders (either someone usually takes on a leadership role or everyone should be willing to follow orders). | The plan (pictures and/or words) identifies an idea about leadership or following orders, but the idea is vague or not stated clearly . |
| The plan should include ideas about the characteristics people who work cooperatively have in common. | The plan (pictures and/or words) clearly identifies three (or more) characteristics of people who work cooperatively (e.g., how important it is for everyone to be friendly, to show everyday social skills, good listener, willing to share ideas, takes turns speaking, polite, helpful). | The plan (pictures and/or words) clearly identifies two of the characteristics of people who work cooperatively (e.g., how important it is for everyone to be friendly, to show everyday social skills, good listener, willing to share ideas, takes turns speaking, polite, helpful). | The plan (pictures and/or words) clearly identifies only one of the characteristics of people who work cooperatively (e.g., how important it is for everyone to be friendly, to show everyday social skills, good listener, willing to share ideas, takes turns speaking, polite, helpful). |
| The plan gives specific ideas about how you decide who plays what positions. | The plan is well developed and clearly explained . | The plan is partially developed with a somewhat clear explanation . | The plan is minimally developed and no clear explanation . |

Total Score _____

Above the Standard: 11 to 12

Meets the Standard: 8 to 10

Below the Standard: 4 to 7

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson One

Essential Question

- When is working in a group better than working alone?

Delaware Social Studies Standards Integrated in the Instructional Strategies

- **Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

Instructional Strategies

Strategy 1: Gathering Information Making Comparisons/Think-Pair-Share

Ask students the following question: How do you prefer to work?

Write ALONE and IN A GROUP on the board (or chart), and have space below each word for students to place post-it notes. Give each student a post-it note and ask students to write their names on their post-it notes.

| ALONE | IN A GROUP |
|---------------|---------------|
| | |
| TOTAL: | TOTAL: |

Ask each student to place his or her post-it note on the board (or chart) under their answer—do they prefer to work ALONE or in a GROUP?

Note to teacher:

- Students may write their names directly on the board or chart if post-it notes are unavailable.
- If you prefer to make an overhead transparency and quickly jot down names as students raise their hands (having students come up to the projector to write names could be time consuming), [a sample handout is available](#) (page 29).
- You might prefer to have students walk to an area of the room. “Students that prefer to work alone, walk to the front of the room. Students that prefer to work in a group, walk to the back of the room.” Teachers should still record the names of students with their preferences in order to refer to their answers later.

As a large group, reflect on the responses. Do most of the students prefer to work alone or in a group?

Note to teacher: Keep the chart (or make a note of the students’ responses) so you can compare their choices at the end of the lesson to see if anyone’s preferences changed. If their choices changed, ask students to reflect on **why** they think their choices changed.

| | |
|-----------------------------------|---|
| Potential Math Integration | <p>Total the number of students for both columns. Be sure that each student has recorded his/her name on the chart. Have students write an addition number sentence to prove that all students have "voted."</p> <p style="text-align: center;">$X + Y =$ total number of students in the class (or students present today).</p> <p>Make a simple bar graph from the data table. Use the terms data table and bar graph. Turn to an "elbow buddy" (someone sitting beside them, to their immediate left or right) to answer these three questions:</p> <ul style="list-style-type: none"> • Do the bar graph and data table show the same information? • Which method of representation do you prefer? • Which method of representation is easier for students to understand? |
|-----------------------------------|---|

The teacher should assign students an elbow buddy. Teachers can either make and post a chart of "elbow buddies" or quickly walk around the room and tell each student who his/her elbow buddy is so that no child is left out. Of course, an odd number of students means there may be one group with three students.

Ask students to turn to their "elbow buddy" to discuss why and when they prefer to work in a group and why and when they prefer to work alone.

- When do you prefer to work alone?
- When do you prefer to work in a group?
- Why do you prefer to work alone?
- Why do you prefer to work in a group?

After elbow buddies share their ideas, ask for volunteers to share the ideas with the whole class. *Why* or *when* do they prefer to work alone or in a group? Try to allow all volunteers to respond. Be sure that students from both sides (alone and group) share their ideas.

Record students' responses on a [chart like the one below](#).

| WHEN I prefer to work ALONE | WHEN I prefer to work in a GROUP | WHY I prefer to work ALONE | WHY I prefer to work in a GROUP |
|-----------------------------|----------------------------------|----------------------------|---------------------------------|
| | | | |

Check for Understanding

- ❖ When do you prefer to work alone?
- ❖ When do you prefer to work in a group?

On an index card or a small piece of paper (or in a journal), ask each student to write his/her name and on one side write a time (event or activity) when he/she would prefer to work alone and on the other side a time when he/she would prefer to work in a group.

Rubric

2 – This response gives two valid events with a relevant example for working alone and a relevant example for working in a group.

1 – This response gives one valid event with either one relevant example for working alone (but not a valid answer for working in a group) or one valid answer for working in a group (but not a valid answer for working alone).

0 – This response gives no valid or relevant answers.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

Strategy 2: Extending and Refining Paper Pass

Write each question below on a separate sheet of oversized poster paper (or 8 x 12 construction paper). See handout for the [Paper Pass](#), pages 31–35.

- How do people behave in a group (when the group is working well)?
- How do people behave in a group (when the group is NOT working well)?
- Why is it important to work cooperatively?
- What happens when groups of people do NOT work cooperatively?

Divide students into four groups and distribute one poster/question to each group. Ask students to brainstorm answers to the questions and to write them below the questions. Everyone in the group should have an opportunity to contribute. After five minutes, the groups pass their papers clockwise to the next group. Each group will then repeat the brainstorming process (noticing what has already been written on the paper). Continue the process until each group has had a chance to add any new ideas to the posters/questions as well as a chance to read the ideas that others have contributed. The poster should be returned to the original group (where the poster began), and that group is responsible for sharing the results/ideas that are recorded on the poster.

Check for Understanding

- ❖ Why is it important for the players on a sports team to cooperate?

Students will record in their journals, on index cards, or on paper their ideas about why it is important for players on a team to cooperate. Teachers might need to walk around and record any sentences that the students dictate which explain their drawings. Depending on students' ability to write, some students might be able to help the teacher by recording what other students dictate, or more simply, to help spell (or sound out) words.

Rubric

2 – This response gives a valid reason (in words or pictures) with an accurate and relevant example for why cooperating is important.

1 – This response gives what might be a valid reason (in words or pictures), with an inaccurate, irrelevant, or no example for why cooperating is important.

0 – This response gives no valid reason.

For administration of formative assessment see [Student Self-Assessment and Reflection](#).

Strategy 3: Extending and Refining Cooperative Learning/Jigsaw

The teacher should print the posters from the [Vocabulary/Poster Handouts](#), pages 36–43. If you have a color printer available, try to use it.

Create six groups of students (three to four students in a group). Have a list with the students' names prepared and ready to hang in the classroom.

In this part of the lesson, teams of students will explain and/or finish some classroom posters that will hang up in the room or on a bulletin board.

Begin by showing the three vocabulary/benchmark terms that are listed on a "poster" titled "Skills Needed for Working in a Group." (This "poster" is actually two pages and needs to be taped together to make one poster. The six other posters that the groups of students will work on are one page each. If you have access to a poster machine, you might enlarge all of the posters. [Delaware Teacher Centers](#) have poster machines.)

Talk about this poster by saying something such as this (you will be modeling how students might talk about their posters when they meet in their groups):

1. Girls and boys, this is a poster that shows the skills needed for working in groups. "Experts" believe that these are the three skills that people need when they work in groups. Let's look at these skills and see if you agree with the experts. (Just read the three skills, do not read the fine print following the three skills yet.) Define an objective. What does that mean? What is an objective? What does define mean? (Allow time for students to answer the questions. Depending on time limits, first do a think/pair/share and have partners discuss their ideas, followed by a whole-class share. If time is limited, I would do a whole-class share.)
2. Divide responsibilities. What are responsibilities? What might be some responsibilities people would have when they are working in a group? How would you divide responsibilities? (Allow time for students to answer the questions.)
3. Work cooperatively. How do you work cooperatively? How do people behave when they work cooperatively? What characteristics do people who work cooperatively have in common? (Allow time for students to answer the questions.)

When I made this poster, I added some pictures and ideas to these three skills. Look at some of the ideas I added. (Read the sentences and/or phrases added below each skill.)

1. Define an objective. Talk with your team members and decide what needs to be done.
2. Divide responsibilities. One person does not have to do all of the work. Work together. Teamwork. Everyone has a job to do.
3. Work cooperatively. Help one another. Share jobs. Take turns.

Your job today is to work in teams to talk about six different posters. Some posters need to be finished. Some need pictures, some need words, and some need you to simply discuss the poster so you can explain the poster to the rest of the class. Each group is going to

meet for 10 minutes to discuss and/or finish their posters. Then one member of your group will report back to the whole class to explain and show your poster. Here are the groups for today. (Share the six groups—post the list with names of students in each group or just read out the names of students in each group. Plan where the groups will work—at their desks or in different parts of the room.)

Pass out the posters randomly. You might have one member from each group roll a die (there are six posters), or have the posters upside-down and let one member from each group pick a poster.

Allow ten minutes for groups to work. Remind students that each group will need a reporter to explain their poster to the rest of the class at the end of ten minutes. After ten minutes, ask students to return to their seats for a whole-class discussion.

Check for Understanding

- ❖ Allow each reporter about two minutes to explain his/her group's poster. They might explain the meaning of the poster. They might explain what they added to the poster. Encourage students to ask the reporter (or the group that worked on the poster) any questions.

Decide on a spot to hang the posters and plan on referring to them during the year.

Strategy 3: Application Identifying Similarities and Differences

Read *The Little Red Hen*. This is a popular children's book found in most school or public libraries. A new version, titled *The Little Red Hen Makes a Pizza*, is also available. If you do not have a copy of the book, the following website has the story:

http://www.bres.boothbay.k12.me.us/wq/nnash/WebQuest/little_red_hen.htm

After reading *The Little Red Hen*, ask "elbow buddies" to answer the following questions:

- How does *The Little Red Hen* show that working alone is not as good as working in a group?
- What behaviors were the animals showing when asked to help?

Next, read *The Enormous Turnip*, another popular story available in most public libraries. This website has a copy of *The Enormous Turnip* story:

<http://fds.oup.com/www.oup.com/pdf/elt/products/turnipplay.pdf?cc=global>.

After reading *The Enormous Turnip*, ask "elbow buddies" to answer the following questions:

- How does *The Enormous Turnip* show that working in a group is good?
- What behaviors were the characters showing when asked to help?
- How were *The Little Red Hen* and *The Enormous Turnip* different? How were the two stories similar?

Then ask students to form small groups of 3–6 (depending on how you arrange your desks, many classrooms have 4–6 students sitting together in groups). Ask two of the groups to revise the story of *The Little Red Hen*:

- Revise the story of *The Little Red Hen*. This time, all of the animals are willing to help the little red hen. How would their behaviors (words and actions) change? How would the story end?

Ask two of the groups to revise the story of *The Enormous Turnip*:

- Revise the story of *The Enormous Turnip*. This time, none of the characters are willing to help the farmer. How would their behaviors (words and actions) change? How would the story end?

Try to be sure you have a good writer in each group. Allow students 15 minutes to work. Suggest they talk for 5 minutes, and then spend 10 minutes rewriting the story. Remind students after 5 minutes of sharing their ideas, that they have 10 minutes left to rewrite the story. (Students can simply retell the story—they do not have to rewrite it.)

Allow the four groups to share (read, tell, or perform) their products.

Check for Understanding

Return to the board, chart, or transparency (produced at the beginning of the lesson) that contains the students' original answers to the question: Do you prefer to work ALONE and IN A GROUP?

| ALONE | IN A GROUP |
|---------------|-------------------|
| | |
| Total: | Total: |

Ask students: Is there anyone who would like to change their answer? Is there anyone who at the beginning of the lesson preferred to work alone, but now you think you might prefer to work in a group? Or, at the beginning of today's lesson you wanted to work in a group, but now you think you might prefer to work alone?

Invite students to come to the chart to move their post-it notes and to stay up front to explain their ideas. What were your thoughts at the beginning of the lesson and how have they changed? Why do you now prefer to work in a group? Why do you now prefer to work alone? What changed your thinking?

Note to teacher: Use judgment since some students might change their answers because they like to be in the front of the class. Teachers may decide to simply ask students to raise their hands if they would like to change their answers (the teacher can change the post-it note or the overhead transparency). More important than the students wanting to change their answers will be their explanations, their reasons for why they want to change their answers.

As a large group, reflect on the responses.

- Were there students who changed their answers?
- What reasons did students share for changing their answers?
- Do most of the students prefer to work alone or in a group?

Lesson Two

Essential Question

- How should people work in groups to get things done?

Delaware Social Studies Standards Integrated in the Instructional Strategies

- **Civics Standard Four K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.
- **Economics Standard Three K-3a:** Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.

Instructional Strategies

Strategy 1: Gathering Information Think/Pair/Share

Ask each student to think about how people should act if they are working in a group. Have each student share his or her ideas with a partner.

Ask each student to think about how people should NOT act if they are working in a group. Are there certain behaviors (actions or words) that would not be helpful? Have each student share his or her ideas with a partner.

With the entire class, brainstorm ideas that partners have shared. Record ideas on a chart (or overhead transparency) to keep for future reference (see [handout](#) on page 44). (Tracing a student's body on bulletin board paper and recording ideas on "body shapes" could be fun for the students.)

| How to act when working in a group | How NOT to act when working in a group |
|------------------------------------|--|
| | |

Check for Understanding

- ❖ Choose the characteristic that you think is the most important for working in a group. Explain why this trait is so important.

Rubric

- 2 – This response gives one valid characteristic/trait and an accurate and relevant explanation as to why the characteristic/trait is so important.
- 1 – This response gives one valid characteristic/trait, with no accurate and relevant explanation as to why the characteristic/trait is so important.
- 0 – This response gives no valid characteristic/trait and no relevant explanation.

- Choose the characteristic that you think should **never** happen when working in a group. Explain why it is so important that this behavior not be seen during group work.

Rubric

2 – This response gives one valid characteristic/trait and a relevant explanation as to why the characteristic/trait should not happen during group work.

1 – This response gives one valid characteristic/trait, but does not give a relevant explanation as to why the characteristic/trait should not happen during group work.

0 – This response gives no valid characteristic/trait and no relevant explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#).

Strategy 2: Extending and Refining Graphic Organizer

Inform students that in teams of 3 or 4, they will work together to accomplish a task.

Tell teams to work together to come up with a plan in 5 minutes, and to complete the task in 15 minutes.

Task: Design a poster for [National Book Week](#). Write something that will motivate young students to read! Have a picture at the top and bottom of the poster. Produce five identical posters to hang on doorknobs around the school. Punch one hole in the upper right corner of the poster and one hole in the upper left corner of the poster. Attach yarn so the poster can hang on a doorknob.

Task: Design a poster for [National Mathematics Week](#). Write something that will motivate young students to love math! Have a picture at the top and bottom of the poster. Produce five identical posters to hang on doorknobs around the school. Punch one hole in the upper right corner of the poster and one hole in the upper left corner of the poster. Attach yarn so the poster can hang on a doorknob.

Task: Design a poster for [National Science Week](#). Write something that will motivate young students to do science at home! Have a picture at the top and bottom of the poster. Produce five identical posters to hang on doorknobs around the school. Punch one hole in the upper right corner of the poster and one hole in the upper left corner of the poster. Attach yarn so the poster can hang on a doorknob.

Task: Design a poster for [National History Week](#). Write something that will motivate young students to learn history! Have a picture at the top and bottom of the poster. Produce five identical posters to hang on doorknobs around the school. Punch one hole in the upper right corner of the poster and one hole in the upper left corner of the poster. Attach yarn so the poster can hang on a doorknob.

Additional ideas for task cards: National Nutrition Week, [National Health Week](#), National Poetry Week, [National Writing Week](#), National Music Week, Art in Our Schools Week, birthday cards to mail to classmates during the year, get well cards, thank you notes.

Pass out envelopes with materials (six sheets of construction paper, a hole punch, yarn, scissors, crayons or markers, pencils) and a task. Teams read the task card on the outside of the envelope before taking materials out.

At the end of 5 minutes, remind students to start their tasks.

At the end of 15 minutes, ask students to stop their tasks and talk about how they did with their assignments.

Have students complete a [graphic organizer/chart](#).

- What went well with the tasks?
- What problems did you have while working on the tasks?
- Would you do anything differently if you did the tasks again?

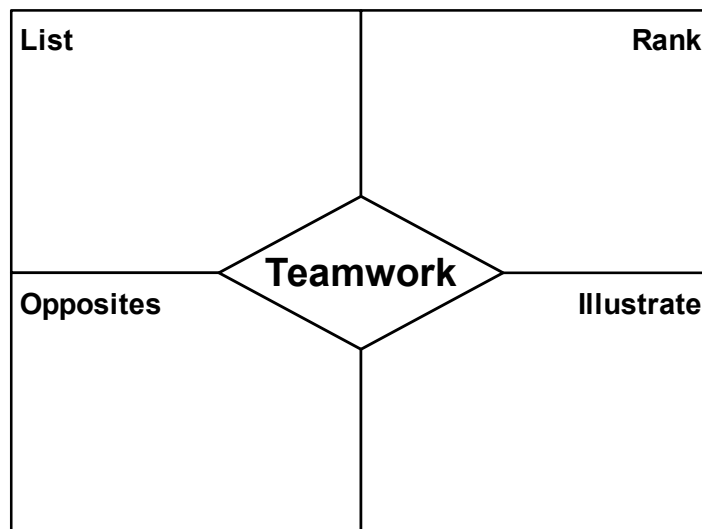
| What went well with the tasks? | What problems did you have while working on the tasks? | What would you do differently if you did the tasks again? |
|--------------------------------|--|---|
| | | |

Check for Understanding

On an index card (or a small piece of paper) or in a journal, draw a "happy" face and write (or draw) what went well with the task that you and your group did. On the back of the card (or paper), or below the first journal entry, draw a "sad" face and write (or draw) what did not go well with the task that you and your group did. **If you drew a picture, ask the teacher or a classmate to write a few words about the picture you drew.*

Strategy 3: Application Four-Fold Activity

Have students work in groups of 3–4. Each group should have a large piece of paper that has been folded in half twice, and then bent down at the upper left corner. When the paper is opened, the creases in the paper have created four rectangular quadrants and a diamond-shaped area in the center, as illustrated below. See [handout](#) on page 52 for this activity.



In your teams of 3 or 4 people, decide which one of you will be the recorder, reporter, timekeeper (your team has ten minutes), and/or leader (keep everyone on the topic). One person can have two jobs because an illustrator is also needed.

Have the recorder write "**Teamwork**" in the center of the diamond.

For two minutes, each group should brainstorm words (traits, characteristics, behaviors, actions) for the concept of teamwork (cooperative, friendly, everyone helps, kind, shares, listens). The recorder should **list** the words the group members suggest.

For two minutes, each group should then discuss and **rank** the top two words or examples of the concept (teamwork) to share with the class. Why is this trait so important for group work?

For five minutes, the illustrator will create an **illustration** that matches one of the top two words or examples of teamwork.

While the illustrator is working, have each group discuss/complete the **“Opposites”** section. List words (traits, characteristics, behaviors, actions) that would show the opposite of teamwork (uncooperative, quiet, says nothing, does not participate, talks when others are talking, rude, silly, fooling around). The recorder will list these when the illustrator is done with the illustration.

The reporter will share the traits that his/her group chose as the top two words for teamwork. He/she will also share the words that the group chose to represent the opposite of teamwork. (All groups must stop working and put down pencils when the class sharing session begins. Tell students they will have five minutes at the end of the class discussion to meet again in their groups to discuss and make revisions on their papers.)

All of the papers will be put on a bulletin board so that classmates can see one another’s illustrations. (Do not take time during the lesson to show illustrations unless you have a visual presenter that allows the entire class to quickly and easily see the illustrations.)

Remind group members to write all of their names on the front or back of the paper.

Check for Understanding

- ❖ After all of the groups have shared, allow groups to meet again (for five minutes) to make any revisions (additions) to their papers.
- ❖ Remind students not to erase anything they have already written, but they may cross out ideas they want to change (what they cross out must still be visible for the teacher to read) and add any new ideas they learned from the class discussion.

Many other variations can be used for what students are expected to complete in the four outer squares. The Vocabulary Word Map asks students to include synonyms and antonyms.

Resources and Teaching Tips

Books for Teaching about Teamwork, Cooperation, Participatory Group Skills (Books are suggested for K–2)

- Cooperation by Lucia Raatma (Grade Level Equivalent 1.5).
- This book talks about why and how people cooperate with their friends, classmates, sports teams, and neighbors.
- *The Farmer in the Dell* by John Sherman O'Brien (Grade Level Equivalent 1.5)
 - Interpretation of well-known song, a lesson in cooperation, as well as a funny take on old familiar.

This website has a copy of *The Little Red Hen* story:

http://www.bres.boothbay.k12.me.us/wq/nnash/WebQuest/little_red_hen.htm

This website has a copy of *The Enormous Turnip* story:

<http://fds.oup.com/www.oup.com/pdf/elt/products/turnipplay.pdf?cc=global>

This website has a read aloud of *The Enormous Turnip*. Great for students to use alone at a computer—students hit return to “turn the page” to hear more of the story:

<http://www.bbc.co.uk/cbeebies/fimbles/comfycorner/story3.shtml>

Simple searches (*The Little Red Hen* story or *The Enormous turnip* story) bring up many websites for students or teachers to visit.

Name: _____

Date: _____

Transfer Task #1

➤ When is working in a group better than working alone?

| | |
|--|---|
| Prior Knowledge | You have just learned how people should work in groups to get things done and when working in a group is better than working alone. Now you are ready to persuade four of your friends to work together to complete a task. |
| Problem | <ul style="list-style-type: none">• You and four other students have been given the job of decorating the classroom for Thanksgiving. How do you decide what decorations to make?• You and four other students have been given the job of decorating the classroom for Thanksgiving. Your best friend is in your group and wants all of you to work alone.• Explain to your best friend (and the other three people in your group) why it would be better for the five of you to work in a group than for each of you to work alone.• Then answer this question: How do you decide what decorations to make? |
| Role/Perspective | You are a student working with four other students. You have taken on a leadership role trying to convince your best friend (and the others) to work as a group instead of alone. |
| Product/Performance | <ul style="list-style-type: none">• Complete the response chart by drawing and/or writing at least two ideas in each column.• Use the ideas in your chart to plan what to say to your best friend (and the other three people in your group). You do not have to write down your speech, but be ready to give your speech to your elbow buddy in class tomorrow.• On the back of the response chart, answer the question: How do you decide what decorations to make? |
| Criteria for Exemplary Response | Response Chart and Plan <ul style="list-style-type: none">• The response chart should be filled out with at least two ideas (pictures and/or words) in each column.• In the first column, the ideas should make sense and be convincing—WHY is it better to work in a group to make the decorations?• In the second column, the ideas should make sense and be convincing—WHY would working alone NOT be as good for making the decorations?• The answers on your response chart show that you understand that there are times when working in a group is better than working alone. |

| | |
|--|--|
| | <ul style="list-style-type: none">• On the back of the response chart paper, you suggest a plan for deciding what decorations to make. Your plan shows that you understand how people should work in groups to get things done. <p>Speech</p> <ul style="list-style-type: none">• When you give your speech to your elbow buddy, he/she is convinced (because of your speech) that working in a group will be better for making the decorations.• Your elbow buddy checks your chart to see if all of the ideas on your chart were used in your speech and finds out that you did use all of the ideas on your chart. |
|--|--|

Name: _____ Date: _____

Response Chart
Making Thanksgiving Decorations







| Why is working in a group better than working alone? | Why is working alone not as good as working in a group? |
|---|--|
| | |

On the back of this paper, answer the question: **How do you decide what decorations to make?**

Elbow Buddy Evaluation Form

My name is _____, my elbow buddy is

_____.

| | |
|--|--|
| <p>I am convinced (because of your speech) that working in a group will be better for making the decorations.</p> | <p>All of the ideas on your chart were used in your speech.</p> |
| <p>Circle the face below that shows your answer.</p> <p> Great Job! I am convinced!</p> <p> Okay! I am not quite convinced!</p> <p> Not so good! I am not convinced!</p> | <p>Circle the face below that shows your answer.</p> <p> Great Job! I am convinced!</p> <p> Okay! I am not quite convinced!</p> <p> Not so good! I am not convinced!</p> |

Name: _____ Date: _____

Transfer Task #2

➤ How should people work in groups to get things done?

| | |
|-----------------------------------|---|
| <p>Prior Knowledge</p> | <p>You have learned how people should work in groups to get things done. You have learned the skills that are necessary for working in a group. You have learned the characteristics people who work cooperatively have in common.</p> |
| <p>Problem</p> | <p>You and 12 kids in your neighborhood get together to play baseball. How do you decide who plays what position?</p> <p>One of your friends is bossy and you want to remind him of the steps you all might take to decide who plays what position. You want to remind him of how people behave when they are working together. After telling your friend the steps you might take AND how people behave when they are working together, be sure to give specific ideas about how you decide who plays what position.</p> <ul style="list-style-type: none"> • You and 12 kids in your neighborhood get together to play baseball. How do you decide who plays what position? • One of your friends is being a bit bossy and you want to remind him of the steps you all might take to decide who plays what position. You want to remind him of how people behave when they are working together. • After telling your friend the steps you might take AND how people behave when they are working together, be sure to give specific ideas about how you decide who plays what position. |
| <p>Role/Perspective</p> | <p>You are one of the kids who got together with others to play baseball. You remind your 12 friends of the steps you all might take to decide who plays what position and how people behave when they are working together.</p> |
| <p>Product/Performance</p> | <p>Make a plan of what you want to say to your friends. You can use pictures, a few words, or sentences. You should number your ideas and put them in what you think is the best order. You should add any details that you think are important for your friends to think about and remember.</p> <p><i>(continued on the back)</i></p> |

| | |
|--|---|
| Criteria for Exemplary Response | <ul style="list-style-type: none">• Your plan should include three skills that are necessary for working in a group.• Your plan should explain why groups need some people who are leaders and some people who follow orders.• Your plan should include ideas about the characteristics people who work cooperatively have in common. |
|--|---|

Transfer Task #2

- How should people work in groups to get things done?

Here are the steps we might take to decide who plays what position:

This is how people behave when they are working or playing together:

How will we decide who plays what position?

Lesson One, Strategy 1: Gathering Information

| ALONE | IN A GROUP |
|---------------|-------------------|
| | |
| Total: | Total: |

Chart to Record Students' Responses

| WHEN I prefer to work ALONE | WHEN I prefer to work in a GROUP | WHY I prefer to work ALONE | WHY I prefer to work in a GROUP |
|--|---|---------------------------------------|--|
| | | | |

Lesson One, Strategy 2: Extending and Refining

How do people behave in a group when the group is working well?

How do people behave in a group when the group is NOT working well?

A teacher might use this graphic organizer to compare the first two posters.

| How do people behave in a group when the group is working well? | How do people behave in a group when the group is <u>NOT</u> working well? |
|--|---|
| | |

Why is it important to work cooperatively?

What happens when groups of people do NOT work cooperatively?



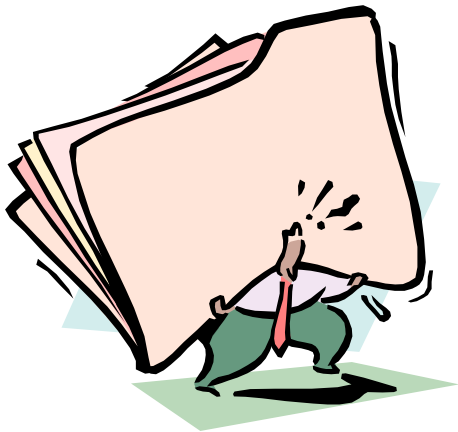
Skills Needed for Working in a Group

1. Define an objective.



Talk with your team members and decide what needs to be done.

2. Divide responsibilities.



One person does NOT do all of the work!



Work together. Teamwork!
Everyone has a job to do.
What do you do well?

3. Work cooperatively.



Help one another. Share jobs. Take turns.

Leadership



Are you a good leader? Share your ideas!

What makes a good leader?

Good leaders are good listeners, too!

“Give and Take”

Everyone cannot be a leader at the same time!

Do you always have to be the leader?

Should one person always be the leader?

Do you have any other ideas about leadership?

How does leadership and following orders fit together?

Be Good at Following Orders!

Procedures for Making Decisions

What else should we add to this poster?



Work together to make decisions.



No one likes it when someone is too bossy!

“Participating in a Group” Skills



- ❖ Leadership skills
- ❖ The ability to follow orders



- ❖ Everyday social skills (the way **friends** treat each other, with respect)



Singing in harmony?



Arguing and needing a referee?

Talk about everyday social skills. List some ideas on the back.

Responsible Participation from Diverse Individuals



What does this mean?

Why is it important?

TEAMWORK

Draw a symbol (or picture) for teamwork.

List important words about teamwork.

Adapt to Different Roles and Responsibilities!

What do we mean when we say different roles?

What does adapt mean?

Think about different responsibilities.
List as many as you can!

Lesson Two, Strategy 1: Gathering Information

| How to act when working in a group | How NOT to act when working in a group |
|---|---|
| | |

Design a Poster for National Book Week

- ✓ Write something that will motivate young students to read!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper left-corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

Design a Poster for National Mathematics Week

- ✓ Write something that will motivate young students to love math!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper left-corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

Design a Poster for National Science Week

- ✓ Write something that will motivate young students to do science at home!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper left-corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

Design a Poster for National History Week

- ✓ Write something that will motivate young students to learn history!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper left-corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

Design a Poster for National Writing Week

- ✓ Write something that will motivate young students to write!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper left-corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

Design a Poster for National Health Week

- ✓ Write something that will motivate young students to be healthy!
- ✓ Have a picture at the top and bottom of the poster.
- ✓ Produce 5 identical posters to hang on doorknobs around the school.
- ✓ Punch one hole in the upper-right corner of the poster and one hole in the upper-left corner of the poster.
- ✓ Attach yarn so the poster can hang on a doorknob.

Lesson Two, Strategy 2: Extending and Refining

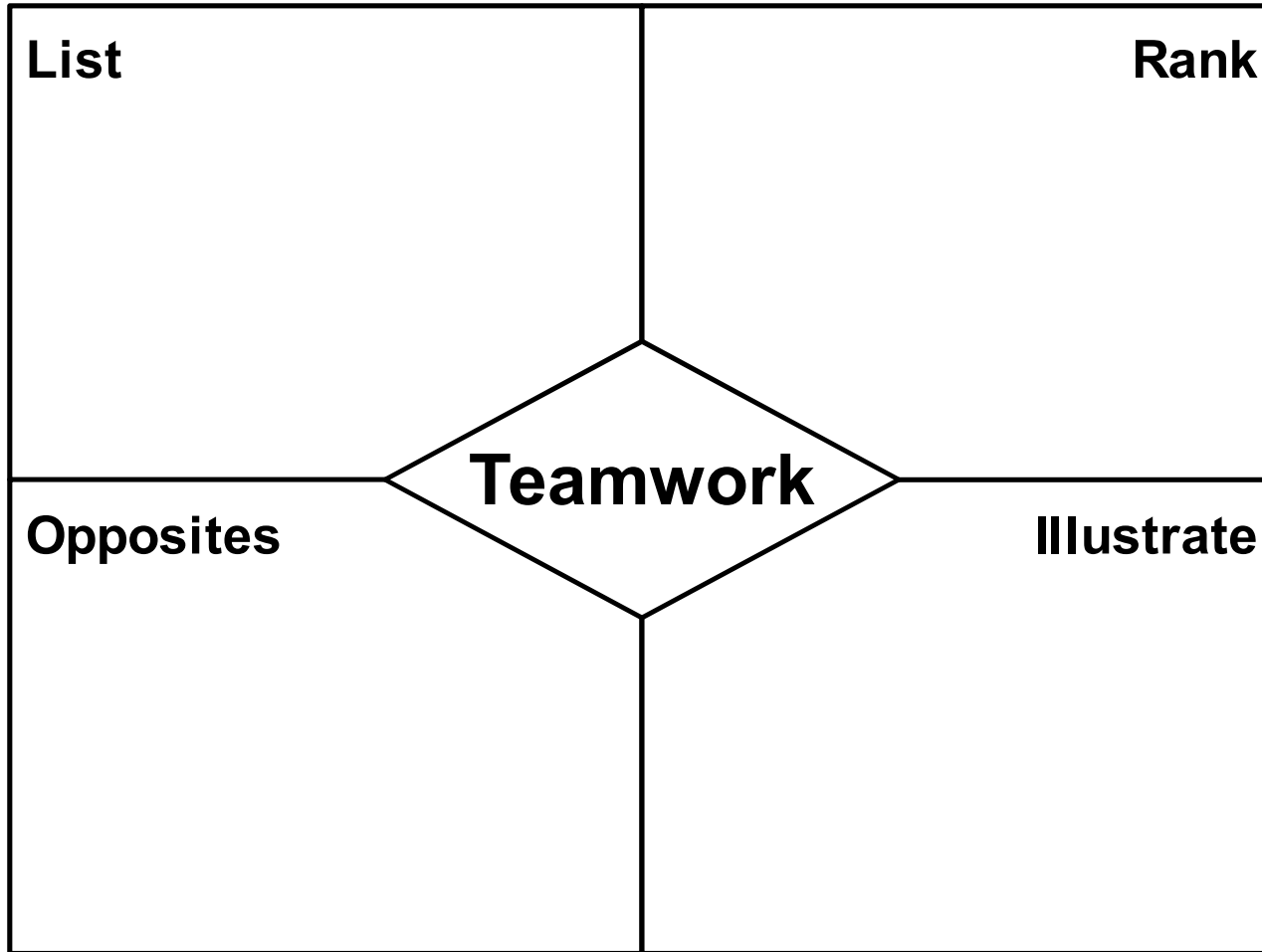
Graphic Organizer/Chart

| What went well with the tasks? | What problems did you have while working on the tasks? | What would you do differently if you did the tasks again? |
|---------------------------------------|---|--|
| | | |

Name: _____

Date: _____

Lesson Two, Strategy 3: Application



Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Thinking Chronologically

Designed by: Kim Statham

District: Caesar Rodney School District

Content Area: Social Studies

Grade Levels: 4–5

Summary of Unit

This unit uses the historic context of New Sweden to assist students in developing an understanding of creating chronologies using timelines and identifying cause-and-effect factors. In addition, students will examine historical materials related to this early period of Delaware colonization in order to analyze change over time.

Teachers wishing to review the expectations of the History Standards for grades 4–5 may view this online video link from the Delaware State Archives:

http://archives.delaware.gov/outreach/video_primarysources.shtml.

In History Standard One 4-5a, students will add two new features: students learn how to create a chronology based on information given to them, using time frame devices. Secondly, the student uses the chronology to begin to apply the concept of cause and effect. For example: create a chronology of events leading up to the American Revolution and identify logical cause and effect, using timelines and time frames. Did the Boston Massacre cause the Revolutionary War? It happened five years before the war began, but anger over the massacre could have contributed to the ill feeling that eventually did lead to the war. Just because an event precedes another event does not mean that there has to be a relationship between them. Events in history can be like a TV schedule: there may be no connection between a program and the preceding program. Events have two types of causes—immediate and underlying or long-range causes. The immediate is easier to identify. The assassination of the Archduke Francis Ferdinand led to the outbreak of the First World War. But, what was the role of the arms race, the competition for colonies in Asia and Africa, the naval race between England and Germany, the alliance system, and nationalism in the Balkans? It is the long-range causes that usually occupy the interest of historians, because we can never say definitively. And, in another country, their historians will have the list in a different order or even a different list.

History Standard Two 4-5b asks students to apply an understanding of primary vs. secondary sources in order to analyze and to explain historical sources. Students are now expected to be able to arrange sources chronologically and to explain change over time. What changed? What did not change? Why? How do you know? What patterns are there? What links the documents together? Historical sources can be arranged many different ways. This standard asks students to become familiar with using a particular region or society or theme as an organizing scheme to explain change. They trace an activity or idea over a long period and explain why changes took place.

Stage 1 – Desired Results

(What students will know, do, and understand)

Delaware Content Standards

- **History Standard One 4-5a:** Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.
- **History Standard Two 4-5b:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

Big Idea(s)

- Patterns
- Chronology
- Cause and effect

Enduring Understandings K–12

- History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.
- The questions a historian chooses to guide historical research will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.
- A historian must prove where the information can be found that is the basis for historical conclusions.

Unit Essential Questions(s)

- To what extent does one event *always* lead to another event?
 - How might organizing a chronology in a timeline help us understand to what extent one event leads to another event?
 - How do cause and effect help us understand to what extent one event leads to another event?
- How should historical sources be used to look for change?

Knowledge and Skills

Students will know...

- How to use primary and secondary sources to explain change over time.
- Events leading to the establishment of Delaware as a colony, particularly the rise and fall of New Sweden.
- Content appropriate vocabulary:
 - Chronology
 - Timeline
 - Cause and effect
- Short-range versus long-range causes

Students will be able to...

- Use time frame devices such as a timeline and story map to create a chronology.
- Use a timeline to apply the concept of cause and effect.
- Trace an activity or idea over a long period and explain why changes took place.
- Develop, implement, and communicate new ideas to others.

Stage 2 – Assessment Evidence
(Evidence that will be collected to determine whether or not Desired Results are achieved)

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

Essential Questions Measured By the Transfer Task

- To what extent does one event always lead to another event?
- How should historical sources be used to look for change?

| | |
|----------------------------|---|
| Prior Knowledge | Now that you understand how to create a chronology, can identify cause-and-effect factors, and chronologically arrange historical materials to analyze change over time, you are ready to help students understand the influence that Sweden had on the development of our nation. |
| Problem | Too few American students understand the contributions Sweden made to the colonization of Delaware and the beginnings of American culture. |
| Role/Perspective | You are a historian working for the Kalmar Nyckel Foundation. |
| Product/Performance | <p>The Kalmar Nyckel Foundation expects you to create a product in the form of :</p> <ol style="list-style-type: none"> 1. Brochure; 2. Traveling museum display; 3. Laser talk; or 4. Web page. <p>The purpose of the product is to help students understand how Sweden influenced the colonization of Delaware and the development of America. Regardless of format, the product should include three parts:</p> <p>Part One: The Rise of New Sweden</p> <ul style="list-style-type: none"> • A timeline of events focusing on the rise of New Sweden from 1609 to 1638. (The last event should be the building of Fort Christina.) • On the timeline, short-range causes of the rise of New Sweden should be labeled with an "S," and long-range causes should be labeled with a "L." • A paragraph explaining the reasons for the rise of New Sweden. |

| | |
|--|--|
| | <p>Part Two: The Fall of New Sweden</p> <ul style="list-style-type: none"> • A timeline of events focusing on the fall of New Sweden from 1638 to 1655. (The first event should be Peter Minuit being lost at sea.) • On the timeline, short-range causes of the fall of New Sweden should be labeled with an "S," and long-range causes should be labeled with a "L." • A paragraph explaining the reasons for the fall of New Sweden. <p>Part Three: Researching the Rise and Fall of New Sweden</p> <ul style="list-style-type: none"> • A list of primary sources and an explanation of why they were chosen that students should examine if they want to learn about the rise and fall of New Sweden. • An explanation of one, long-term effect of Swedish colonization. |
| <p>Criteria for an Exemplary Response</p> | <p>Be sure to include:</p> <p>Part One: The Rise of New Sweden</p> <ul style="list-style-type: none"> • A timeline of events focusing on the rise of New Sweden from 1609 to 1638. (The last event should be the building of Fort Christina.) • On the timeline, short-range causes of the rise of New Sweden should be labeled with an "S," and long-range causes should be labeled with a "L." • A paragraph explaining the reasons for the rise of New Sweden. <p>Part Two: The Fall of New Sweden</p> <ul style="list-style-type: none"> • A timeline of events focusing on the fall of New Sweden from 1638 to 1655. (The first event should be Peter Minuit being lost at sea.) • On the timeline, short-range causes of the fall of New Sweden should be labeled with an "S," and long-range causes should be labeled with a "L." • A paragraph explaining the reasons for the fall of New Sweden. <p>Part Three: Researching the Rise and Fall of New Sweden</p> <ul style="list-style-type: none"> • A list of primary sources and an explanation of why they were chosen that students should examine if they want to learn about the rise and fall of New Sweden. • An explanation of one, long-term effect of Swedish colonization. |

Resources to Support the Transfer Task

1. *Brochure*: Brochures are a popular way for museums to share information with the public. Students could create an actual brochure that includes the required information along with graphics. Microsoft Publisher is a tool that can be used to create brochures.
2. *Traveling Museum*: Several museums create traveling museum exhibits for groups who have difficulty traveling to the museum site. Students could create a series of small posters along with a selection of primary sources. Examples of traveling museum exhibits can be found at:
 - The Smithsonian Institution: <http://www.sites.si.edu/>
 - South Carolina State Museum: http://www.museum.state.sc.us/exhibits/traveling_exhibits.aspx
 - Wyoming State Museum: <http://wyomuseum.state.wy.us/Exhibits/Traveling.asp>
3. *Laser Talk* supported by a PowerPoint: Many historians travel and make presentations to audiences about a particular topic. A "laser talk" is one format that a presentation could take which attempts to influence audience members to take action. The action that would be attempted for this task would be persuading audience members that Sweden's influence on colonization should be understood by not only Delawareans but all Americans. <http://www.nsd.org/standfor/lasertalk.cfm>
4. *Web Page*: The Kalmar Nyckel Foundation has a link on their website for educators at <http://www.kalmarnyckel.org/schooltrips.asp>. Students could create a mock web page that would assist students in understanding the rise and fall of New Sweden.

Transfer Task Rubric

| Scoring Category | | | |
|---|--|---|---|
| This product provides... | Score Point 3 | Score Point 2 | Score Point 1 |
| a timeline of events focusing on the rise of New Sweden from 1609 to 1638. (The last event should be the building of Fort Christina.) | All events on the timeline are related to the rise of New Sweden and all needed events are included. | Most events on the timeline are related to the rise of New Sweden <u>and/or</u> most needed events are included. | Few events on the timeline are related to the rise of New Sweden <u>and/or</u> few needed events are included. |
| a timeline demonstrating short-range causes of the rise of New Sweden that are labeled with an "S" and long-range causes labeled with an "L." | The labels "S" and "L" provide clear linkage between short-range causes/long-range causes and the Rise of New Sweden. | The labels "S" and "L" provide somewhat clear linkage between short-range causes/long-range causes and the Rise of New Sweden. | The labels "S" and "L" do not provide clear linkage between short-range causes/long-range causes and the Rise of New Sweden. |

| Scoring Category | | | |
|--|--|---|---|
| This product provides... | Score Point 3 | Score Point 2 | Score Point 1 |
| a paragraph explaining the reasons for the rise of New Sweden. | The paragraph explaining the reasons for the rise of New Sweden is thoroughly developed . | The paragraph explaining the reasons for the rise of New Sweden is partially developed . | The paragraph explaining the reasons for the rise of New Sweden is minimally developed . |
| a timeline of events focusing on the fall of New Sweden from 1638 to 1655. (The first event should be Peter Minuit being lost at sea.) | All events on the timeline are related to the fall of New Sweden and all needed events are included. | Most events on the timeline are related to the fall of New Sweden <u>and/or</u> most needed events are included. | Few events on the timeline are related to the fall of New Sweden <u>and/or</u> few needed events are included. |
| a timeline demonstrating short-range causes of the fall of New Sweden that are labeled with an "S" and long-range causes labeled with an "L." | The labels "S" and "L" provide clear linkage between short-range causes/long-range causes and the Fall of Sweden. | The labels "S" and "L" provide somewhat clear linkage between short-range causes/long-range causes and the Fall of Sweden. | The labels "S" and "L" do not provide clear linkage between short-range causes/long-range causes and the Fall of Sweden. |
| a list of primary sources and an explanation of why they were chosen for students to examine to learn about the rise and fall of New Sweden. | The explanation provides well developed reasoning of the primary sources chosen to learn about the rise and fall of New Sweden. | The explanation provides partially developed reasoning of the primary sources chosen to learn about the rise and fall of New Sweden. | The explanation provides minimally developed reasoning of the primary sources chosen to learn about the rise and fall of New Sweden. |
| the use of content-appropriate vocabulary (chronology, cause, effect, immediate causes, underlying/long-range causes, primary sources, secondary sources). | The content-appropriate vocabulary is well developed and evidence . | There is some evidence of content-appropriate vocabulary. | There is minimal evidence of content-appropriate vocabulary. |

Total Score: _____

Above the Standard: 18 to 21
Meets the Standard: 14 to 17
Below the Standard: 7 to 13

Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

– Black and William, 1998; Sternberg, 1996; Young, 2000.

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback. An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson One

Essential Question

- How might organizing a chronology in a timeline help us understand to what extent one event leads to another event?

Instructional Strategies

Strategy 1: Gathering Information

Think/Pair/Share

Post a chart of the school year on the board. Ask students to individually brainstorm regular events that take place in the school throughout the year.

School Year: 2009–2010

| | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Events | | | | | | | | | | | |

After students have made their lists, ask them to get together with a partner. The pairs should compare the lists and then add to or delete items from their lists based on the discussion. Students should also begin to categorize the events by month.

After the partners have had an opportunity to share, ask each group to report one event that they think should be included. As the events are reported, add them to the chart on the board. After all of the groups are finished, explain to students that this chart is known in history as a timeline.

Have the pairs then answer the questions:

- What types of events should be included on a timeline focusing on school events?
- Why is it important to have a topic as the focus for a timeline?
- How might a timeline about your life within a school year look different from the classroom created timeline?
- Why does this timeline begin with August and end with June? How might a timeline be organized differently? (At the K–3 level, students are expected to understand the concepts of day, week, month, year, decade, and century.)

Strategy Source: Dr. John Crum, Associate Professor of History, University of Delaware.

Check for Understanding

- ❖ How does a timeline organize time? Support your answer with an example.

Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
- 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

**Strategy 2: Extending and Refining
Creating Timelines and Concept Mapping**

The teacher should describe major events in his/her life up to that point in time (i.e., graduating from high school and college, getting your first job, moving, getting married, having children, etc.). As these events are described, place them on a timeline on the board.

| Date | Event |
|--------|-------------------|
| 1970 | Born in Dover, DE |
| Etc... | |

Afterward introduce the term **chronology** (the arrangement of facts and events in the order of time). Tell students that the timeline on the board is an example of a vertical timeline, but the chronology can also be expressed using a horizontal timeline. Then distribute a horizontal timeline of these events. An electronic resource to help support this is Time Line Maker available at http://www.teach-nology.com/web_tools/materials/timelines/

Ask students to create a chronology of their lives up to that point in time using either a vertical or a horizontal timeline. Remind students that it is sometimes easier to brainstorm on a sheet of paper first and then place the events on the timeline.

Have students get into pairs and exchange their chronologies. Each student should summarize their partner’s chronology aloud and then share one event that they believed influenced future events.

Have students complete [Handout 1.2](#) to summarize their thinking about the concept of chronology.

Word Wall: Add the terms CHRONOLOGY and TIMELINE to the Word Wall.

Check for Understanding

- ❖ How might organizing a chronology using a timeline help people understand history? Support your answer with an example.

Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
- 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

**Strategy 3: Extending and Refining
Creating a Timeline for the Life of Peter Minuit**

Students will create a chronology in the form of either a vertical or horizontal time line for the life of Peter Minuit. First, ask students to individually read the biography ([Handout 1.3](#)) and use selective underling or highlighting to help them organize events that should be included on the timeline. Suggest that dates could be circled and events could be underlined. Then ask students to individually create a timeline that includes events in the life of Peter Minuit.

Have students get into pairs and exchange their chronologies. The students should compare similarities and differences between the two timelines. Then each student should share one event that he/she believes influenced future events in the life of Peter Minuit.

The class should work to set criteria: How did each pair of students decide what to leave in or take out of the timeline? Why is it important to focus on events in the life of Peter Minuit that influenced future events?

Check for Understanding

- ❖ How did you decide what to leave in or take out of the timeline?
- ❖ How might a timeline help people understand the life of Peter Minuit? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 4: Application Discussion Web

Have students use information from the previous strategy and [Handout 1.4](#) to conduct a discussion web in which they respond to the question:

- How do the events in the chronology of New Sweden help us understand to what extent one event leads to another event?
 - Support your answer with examples of how one event leads to another event.

How to conduct a discussion web:

- A student draws on research conducted in the previous strategy, the class textbook, from previous classroom discussions, and from personal experiences as he/she thinks about the question and discusses with a partner.
- The partners must come up with evidence that supports a response. Opinions are fine as long as they are supported by information from the text or by personal experience.
- Then the partners are paired with another set of partners to form a discussion group. The members of the group share their responses. Together, they reach a consensus on a point of view. Then student groups have the opportunity to share their point of view with the entire class.
- As a follow-up, students might be asked to debate the question, to support and write their individual opinions, or to discuss as a class.

Check for Understanding

Use the personal timeline that you created in Strategy 2 to answer the question below.

- ❖ How might organizing a chronology in a timeline help us understand to what extent one event in your life led to other events? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Lesson Two

Essential Question

- How do cause and effect help us understand to what extent one event leads to another event?

Instructional Strategies

Strategy 1: Gathering Information Acting It Out

Using an idea from a text or from their own life, students should review the concept of cause and effect by creating a skit which emphasizes the concept of cause and effect.

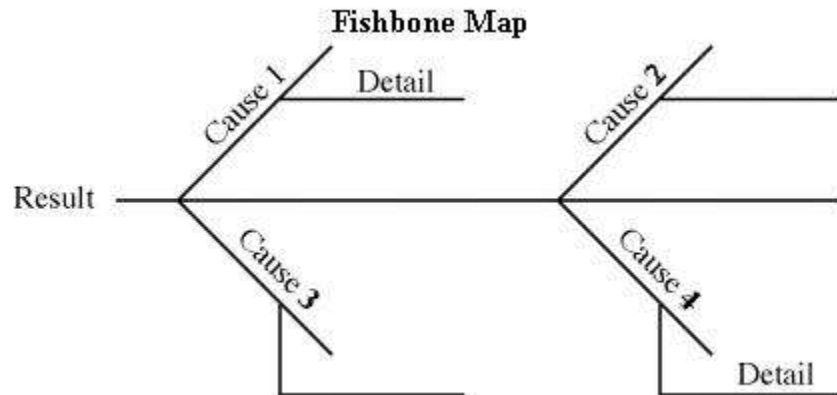
Ideas from texts can be found at:

<http://www.librarything.com/tag/cause%20and%20effectandmore=1>

Resources to support the writing of the skits include:

- Webpage created to assist students in the writing of their play: <http://www.kids-space.org/HPT/1a/11a.html>
- PBS Kids Zoom Playhouse includes examples of plays written by students: <http://pbskids.org/zoom/activities/playhouse/>

After the skit or play is written, students should create a fishbone map or other graphic organizer to show cause-and-effect relationships.



Templates for such graphic organizers can be found at:

http://www.educationoasis.com/curriculum/GO/cause_effect.htm

Check for Understanding

- ❖ How might cause and effect help a reader understand chronology? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

**Strategy 2: Gathering Information
Graphic Organizer**

Graphic organizers have proven to be a research-based best practice to assist students in organizing information. To better understand the relationship of cause and effect, the analogy of a tree can be used with the roots representing the causes or influence and the branches representing the effects.¹

In *How Students Learn: History in the Classroom*, authors Donovan and Bransford emphasize the question: Could the event have happened without the causes selected to explain it?² The example they provide is as follows:

The cause of a rail disaster is not the fact that the train was traveling at 80 mph but that the rail was broken.... Our ideas about what is normal help us decide what is a background condition and what is a cause.... If students think of causes as discrete events that act to produce results, they have difficulty recognizing that it is the questions we choose to ask about the past that push some factors into the background and pull others to the foreground to be treated as causes....”

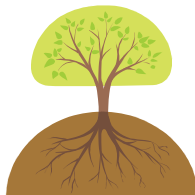
Examples that might be used by students include:

| Causes | Effect |
|---|---|
| <ul style="list-style-type: none"> • Vacation is a family tradition • The family enjoys the beach • The family saves money for the trip every year | <ul style="list-style-type: none"> • The family goes on vacation to Myrtle Beach • Everyone has fun and gets to relax • Many memories are made |
| <ul style="list-style-type: none"> • Kim does not pay attention in class • Kim talks when she should be doing her work • Kim does not complete her assignments | <ul style="list-style-type: none"> • Kim fails social studies • Kim has extra chores at home • Kim has her seat changed away from her friends |

After thinking about an event in their own life, such as winning an award or moving from one house to another, students should complete a Cause-and-Effect Tree Graphic Organizer ([Handout 2.2](#)).

Branches and Fruit = Visible Signs and Effects

1. Tim becomes the lead saxophone player and earns the “first chair” seat.
2. Tim gets a solo in the band concert.
3. Tim gets a spot in the County All-Star Band.



¹ Jeff Zwiers; *Developing Academic Thinking Skills in Grades 6-12: A Handbook of Multiple Intelligence Activities*; c. 2004 by the International Reading Association.

² Donovan and Bransford, *How Students Learn: History in the Classroom*; pg. 49-54

Roots = Underlying Causes and Influences

1. Tim practices his saxophone every night.
2. Tim attends all of his band practices.
3. Tim listens during band practices and follows the directions given.

Source: Developing Academic Thinking Skills in Grades 6-12: A Handbook of Multiple Intelligences by Jeff Zwiers. C. 2004 by the International Reading Association.

Word Wall: Add the terms CAUSE and EFFECT to the Word Wall.

Check for Understanding

- ❖ Why might a graphic organizer that uses a tree be a good way to show cause and effect? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 3: Extending and Refining Graphic Organizer

Using the example from the previous strategy, have students in pairs think about the events that should go into planning a family vacation. After students are finished, each pair should report at least one event.

As a class, the students will determine whether long-range versus short-range causes/factors led to that particular vacation at that time.

| Short-Range Causes | Long-Range Causes |
|---|---|
| <ul style="list-style-type: none">• There is a sale on plane tickets or the hotel.• The family packed their suitcases and is ready to leave town.• The dog was taken to the kennel or Grandma’s house.• The maps or GPS system is in the car, snacks are packed, and the gas tank is full. | <ul style="list-style-type: none">• Do your parents have to schedule certain times of the year? For instance, if you own a toy store or work in one, could you go on vacation in December? If your parents are teachers would it be possible to go on a family vacation in September?• Are there times when it would be better for school-aged children to be able to go?• How long has your family been saving money for the trip?• Is there a tradition from years past of where the family goes for vacation? |

Students should then use one of the other examples they used from Lesson Two, Strategy 2 to begin determining short-range versus long-range causes.

For example:

- Tim has a solo in the band concert.

| Short-Range Causes | Long-Range Causes |
|---|---|
| <ul style="list-style-type: none"> • Tim practices his saxophone every night. • Tim attends all of his band practices. • Tim listens during band practices and follows the directions given. | <ul style="list-style-type: none"> • Tim has always liked music. • Tim is very creative. • Tim’s father is in a symphony and has always invited the entire family to listen to him play. |

Word Wall: Add the terms SHORT-RANGE CAUSE and LONG-RANGE CAUSE to the Word Wall.

Check for Understanding

- ❖ Ask the students to interview their parents about why they live in their current home. Why do they live where they do? (For example: closer to work? Larger? Smaller? Less expensive? Relatives nearby?)
- ❖ After the interview, the students should create a T-chart comparing the long-range causes versus the short-range causes.

Strategy Source: Dr. John Crum, Associate Professor of History, University of Delaware.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 4: Extending and Refining Graphic Organizer – Using a Story Map

After re-reading [Handout 1.3](#), students will create a story map of the events leading to the rise of New Sweden ([Handout 2.4](#)). Students will then begin to identify cause-and-effect relationships using their story maps.

Strategy Source: Fran O’Malley, Director of the Delaware Social Studies Education Project, University of Delaware.

Check for Understanding

- ❖ Why might using a story map be helpful when analyzing cause and effect? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 5: Extending and Refining
Using Timelines to Determine Cause and Effect – The Fall of New Sweden

After reading [Handout 2.5](#), students will create a timeline of events after the landing of the Kalmar Nyckel and Minuit’s disappearance. When the timelines are completed, students should work with a partner in order to identify cause-and-effect relationships (i.e., what key events led to the fall of New Sweden?).

Work with the class to complete a timeline and identify cause-and-effect relationships.

Check for Understanding

- ❖ Why might using a timeline be helpful when analyzing cause and effect? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see [Student Self-Assessment and Reflection](#)

Strategy 6: Application
Think/Pair/Square

Students will use the graphic organizer from Strategy 2.3, the story map from Strategy 2.4, and the timeline from Strategy 2.5 to identify the short-range versus long-range causes for the rise of New Sweden. Students should first complete the T-charts independently. Students will then get together with a partner to discuss their findings. Afterward each pair should merge with another pair to create groups of four and share out their findings.

Short-Range vs. Long-Range Causes for the Rise of New Sweden

| Short Range | Long Range |
|---|---|
| <ul style="list-style-type: none">Oxenstierna wanted to expand international trade. | <ul style="list-style-type: none">Minuit was released as the director of New Amsterdam.The King died leaving Oxenstierna to rule since the Queen was so young. |

Short Range vs. Long Range Causes for the Fall of New Sweden

| Short Range | Long Range |
|--|--|
| <ul style="list-style-type: none">Stuyvesant and his men invaded New Sweden when the Swedes captured Fort Casimir. | <ul style="list-style-type: none">New Sweden did not have the people or supplies to fight the Dutch. |

Check for Understanding

- ❖ How do short-range causes differ from long-range causes? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Lesson Three

Essential Question

- How should historical sources be used to look for change?

Instructional Strategies

Strategy 1: Gathering Information KWL Chart

Students should individually complete the first column of a KWL chart focusing on the essential question:

- How can historical sources be used to look for change?
- Questions to help students build to this overarching question might include:
 - How do primary sources differ from secondary sources?
 - What questions should we ask when using primary sources?
 - Why is it important to use several sources to research rather than just one or two?

| K What I know | W What I want to know | L What I learned |
|--------------------------------|--|-----------------------------------|
| | | |

Check for Understanding

- ❖ Students will revisit the KWL chart prior to Strategy 5 and complete the “L” column.

Strategy 2: Extending and Refining Cooperative Learning

Students will break into groups of three. Each group will analyze artifacts and documents from a different region, society, or theme. For instance, one group might take a look at town maps and photos to show change over time. Another group might look at schools built in Delaware over a long period of time. A third group could analyze changes in transportation. Regardless of theme, all groups will first look at the artifacts individually and answer for each:

1. What can you learn from each artifact and document?
2. What can't you learn from each artifact and document (i.e., what are the limits of what you can learn)?

Then the students should chronologically arrange the artifacts and documents. After they are arranged, the group should answer the following:

- What changed? What did not change? Why? How do you know?

For instance, when looking at pictures of schools built in Delaware over a long period of time ask: “How can you tell which are the most recently built? Size is certainly a factor. The cost of building a school is another. The changing activities in school are another factor. Years ago there were no gym classes nor sports nor driver education. If an addition was ever built to your school, have the students analyze why it was needed.” (Delaware Social Studies Clarifications Document)

- What patterns are there? What links the documents together?

Potential sources for this activity include:

- Library of Congress – Colonial and Early America Primary Source Sets
<http://www.loc.gov/teachers/classroommaterials/themes/colonial-america/set.html>
- Library of Congress – Summertime and Recreation Primary Source Sets
<http://www.loc.gov/teachers/classroommaterials/themes/summertime/set.html>
- Library of Congress – Baseball Cards Collection
<http://memory.loc.gov/ammem/bbhtml/bbhome.html>
- Delaware Public Archives – Photograph Exhibits
<http://archives.delaware.gov/exhibits/photograph/index.shtml>
- University of Delaware – Delaware Postcard Collection
<http://fletcher.lib.udel.edu/collections/dpc/index.htm>

Check for Understanding

- ❖ How did these primary sources help you research change over time? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 3: Extending and Refining Nonlinguistic Representations

Ask students to think about what they know regarding the history of American log cabins. Have students get together and each draw a log cabin. Afterward they should answer:

- What do you think of when you think about log cabins?
- What part of the country do you think of when you think about log cabins?
- Where do you think the idea of log cabins came from when the country was being colonized?
- Where do you think the first log cabins were located in the colonies?

Students will discover that log cabins originated in Finland and that the first log cabins in America were actually built in New Sweden. Students could view these photos of an early Swedish log cabin located in Darby Creek, Delaware County, PA.

<http://memory.loc.gov/pnp/habshaer/pa/pa0400/pa0412/photos/133625pv.jpg>

<http://memory.loc.gov/pnp/habshaer/pa/pa0400/pa0412/photos/133623pv.jpg>

A log cabin is currently situated at the site of Fort Christina; however, it is not original to the site. A photo of the cabin and an explanation of how the cabin arrived at the site can be found at:

<http://www.delawareonline.com/article/20071106/NEWS/71106009/1006/NEWS/The-backstory-on-Fort-Christina>

Other resources to assist in this debriefing include:

- The National Park Service:
 - <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/4logcabins/4facts.1.htm>
 - How log cabins are built: <http://www.nps.gov/history/logcabin/html/construct.html>
- Video clip: <http://www.history.com/classroom/frontierhomes/logcabin.html> (requires software to be downloaded)

Check for Understanding

- ❖ Why do you think few people in America know that log cabins were first built in New Sweden? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 4: Application Learning with Objects

Stanley Arthur's painting entitled *The Landing of the Swedes* is one of the most well known graphics associated with the colony of New Sweden.



Using the students' previous knowledge from Lessons One and Two, students should complete the Art Analysis Worksheet ([Handout 3.4](#)).

Strategy Source: Adapted from the Photo Analysis Worksheet created by the Education Staff at the National Archives and Records Administration, Washington, D.C.

Note: The painting was also made into a postage stamp. Information about the stamp can be found at: <http://www.junior-philatelists.com/USStampsHistory38.htm>

Check for Understanding

- ❖ Why might a historian use this painting to help students understand how the colony of New Sweden began? Explain your answer.

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 5: Application Cooperative Learning

Students will break into groups of three or four. Each group will analyze artifacts and documents found in [Handouts 3.5A to 3.5I](#). All groups will first look at the artifacts individually and answer for each:

1. What can you learn from each artifact and document?
2. What can't you learn from each artifact and document (i.e., what are the limits of what you can learn)?

Then the students should chronologically arrange the artifacts and documents. After they are arranged the group should answer the following:

1. What changed? What did not change? Why? How do you know?
2. What patterns are there? What links the documents together?

Check for Understanding

After students have analyzed the sources as a group and answered the questions, each student should write a brief essay or create a mini-museum display which answers the question:

- ❖ How can the historical sources provided be used to look for change in the history of the site first known as New Sweden?

Resources and Teaching Tips

Resources

Field trip opportunities to the Kalmar Nyckel are encouraged to make this colonization experience come to life for the students. Information can be found at:

<http://www.kalmarnyckel.org/schooltrips.asp>. According to the site:

The Kalmar Nyckel Foundation offers the premier classroom-without-walls experience for students of all ages. A variety of interactive and exciting learning experiences, including [educational sails and tours](#) are available to public and private schools, community groups, nautical and historical organizations. The ship offers 1.5 hour sails on the Christina River, and 2.5 hour sails out of Lewes, Delaware, specifically designed for students. We also can accommodate groups touring the shipyard alone or with the ship when it is here. A tour of the shipyard includes our working sail loft/museum, blacksmith shop, block and tackle demonstration and New Sweden Center Museum. Fort Christina Park is adjacent to our shipyard and can be included in a tour.

<http://www.kalmarnyckel.org/Crew/EdAppeal08Revise20080110.pdf> For more information on any of our educational offerings or to plan a unique educational experience, please contact our Senior Historian/Director of Education, Sam Heed:

Email: sheed@kalmarnyckel.org

Phone: 302-429-7447"

Teaching Tip

Creating a collaborative relationship with a class from Sweden would promote a better understanding for American students of Swedish culture and the contributions that influence us today. For Swedish students this collaboration would promote a better understanding of American culture and the contributions that Sweden has made to American history.

Resources to support this collaboration include: <http://www.epals.com/>

The American Swedish Historical Museum <http://www.americanswedish.org/frames.htm>

Potential Teacher Supplemental Reading

- The Founding of New Sweden
 - C.A. Weslager; *New Sweden on the Delaware, 1638-1655*; c. 1988; The Middle Atlantic Press; Wilmington, Delaware.
 - C.A. Weslager; *A Man and His Ship: Peter Minuit and the Kalmar Nyckel*; c. 1990 1st ed., c. 2007 2nd ed.; Cedar Tree Books; Wilmington, Delaware.
 - Amandus Johnson; *The Swedish Settlements of the Delaware*; c. 1911, reprint 1999; Heritage Books, Inc.; Bowie, Maryland.
 - Amandus Johnson; *The Instructions for Johan Printz, Governor of New Sweden*; 1930; The Swedish Colonial Society; Philadelphia, Pennsylvania.
- The Kalmar Nyckel
 - The Kalmar Nyckel Foundation Guidebook
http://www.kalmarnyckel.org/download/knf_guidebook.pdf

- New Netherland
 - Student Use – Cobblestone Magazine: October 2007 The Birth of New York, The Dutch in America- available for order (\$6.95 per copy)
<http://www.cobblestonepub.com/magazine/cob/cob0710.html>
 - Teacher Use - The New Netherland Institute: <http://www.nnp.org/index.shtml>
 - ♦ Introduction to New Netherland
<http://www.newnetherlandinstitute.org/vtour/index.html>
 - ♦ The South River <http://www.nnp.org/vtour/areas/southernriver.html>
 - ♦ Fort Christina http://www.nnp.org/vtour/regions/Delaware/fort_christina.html#
 - ♦ Delaware River <http://www.nnp.org/vtour/regions/Delaware/delaware.html>
 - ♦ Fort Nassau: http://www.nnp.org/vtour/regions/Delaware/fort_nassau.html
 - ♦ New Amstel http://www.nnp.org/vtour/regions/Delaware/new_amstel.html
 - ♦ Swaanandael <http://www.nnp.org/vtour/regions/Delaware/Swaanendael.html#>
- Background regarding the American Log Cabins
 - Surviving 17th century Swedish log cabin
http://www.swedishcabin.org/html/sc_history.htm
 - C.A. Weslager; *The Log Cabin in America*; c. 1969; Rutgers University Press, the State University of New Jersey; New Brunswick, New Jersey
 - George Ambrose with Photos by Marianne Mackenzie; *The Log Cabins of New Sweden*; c. 2002; available for \$10 at the New Sweden Centre:
<http://www.colonialnewsweden.org/product.php>
 - The National Park Service:
 - ♦ <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/4logcabins/4facts.1.htm>
 - ♦ Video clip: <http://www.history.com/classroom/frontierhomes/logcabin.html>
(requires software to be downloaded)

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

International Education

This unit promotes students to better understand how European nations contributed to the establishment of American colonies and American culture. As stated in the teaching tips, this international education could be further enhanced by creating a collaborative relationship with a class from Sweden.

21st Century Learning

- Develop, implement, and communicate new ideas with others
- Work productively with others
- Understand the interconnections among systems
- Frame, analyze, and solve problems

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** – the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century. (SETDA, 2003)

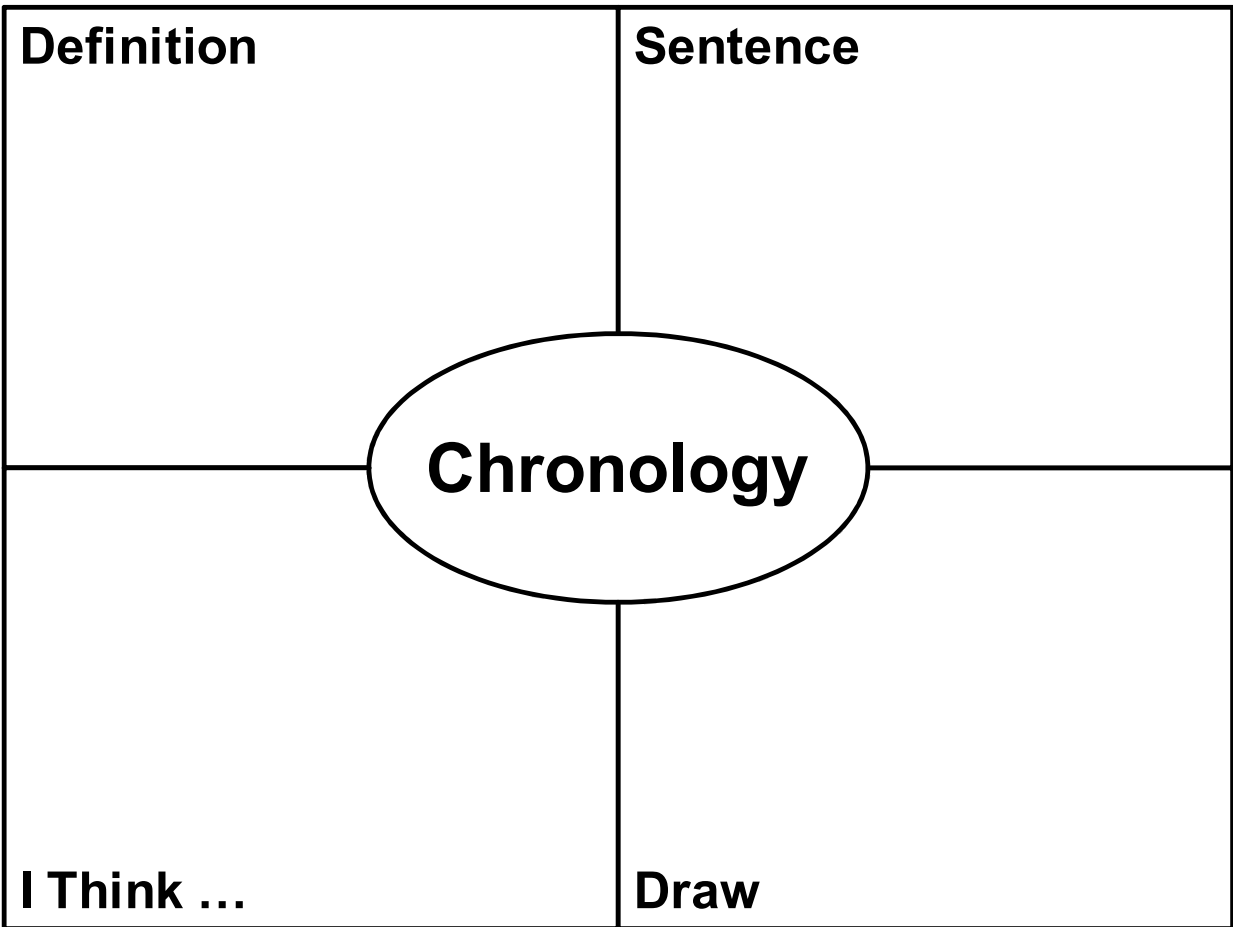
Content Connections

Content Standards integrated within instructional strategies

ELA 2.4b: Students will be able to demonstrate an overall understanding of technical and informative texts by identifying text features and text structures.

Grade 4: Identify text structures in informative/technical texts (e.g., sequence/chronological order, classification, simple definition, simple process, description, comparison, problem/solution, simple cause/effect).

**Handout 1.2
Concept Mapping**



Handout 1.3 Peter Minuit

Pre-Reading Strategies:

1. **Sketch the Scene:** Select key words from the text that are crucial to understanding. Sketch the important vocabulary, people, or places (e.g., Peter Minuit, the Kalmar Nyckel, and the West India Company).
2. **Text Walk:** Ask students to look for text features.
 - What words are in bold face? What do you think these words mean? What do you think this story is about?
 - Look at the map. Ask students to write in labels of places they already know (e.g., the Atlantic Ocean, Delaware). Label the Netherlands on the map and tell students that this is the same place as "Holland."

Handout 1.3 Peter Minuit

Peter Minuit helped start the colony of **New Sweden**. He was born around 1580. Minuit joined the West India Company in 1625. This company led trade and colonization for Holland. The company started the colony of **New Netherland** by building Fort Orange in present day **New York** in 1621. One of Minuit's first jobs was to explore what they called the North River (Hudson River) and South River (the Delaware Bay). During this trip, Minuit traded for otter and beaver skins with the Native Americans. This was when Minuit first saw the rocks where he would later lead the Swedish ships, the *Kalmar Nyckel* and the *Fogel Grip*.

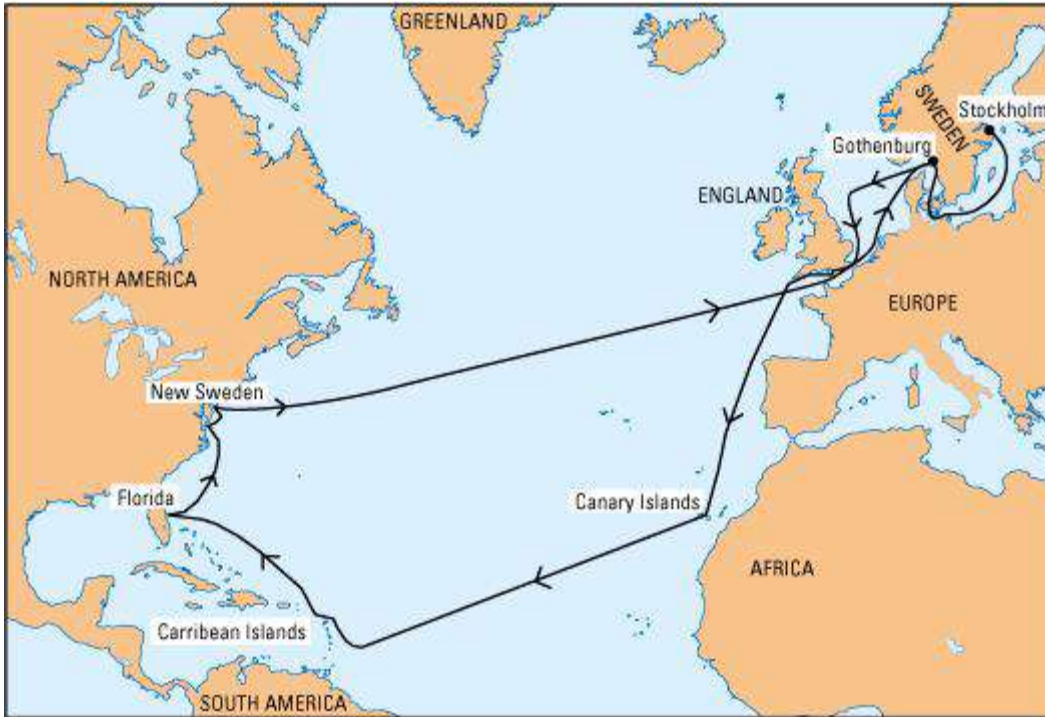
By 1626 Minuit became the leader of **New Amsterdam**, which is now known as Manhattan. Between 1626 and 1629 the colony made money for Holland by sending furs and lumber back to Holland. During that time the company owned all of the land.

Then in 1629 leaders of the West India Company decided to allow individuals to buy land. Wealthy groups of men bought three areas of land. The first was in Lewes, Delaware and was called Swanendael. The second was near Cape May, New Jersey. The third was in New York and now known as Staten Island.

Minuit returned to Europe in the spring of 1633. Minuit next went to work with the leaders of Sweden. They wanted to increase trade with other countries. At first the leaders wanted to get copper from Africa, but Minuit gave them the idea to set up a colony in America. He explained that fur trading could make money for Sweden. He knew a perfect location.

While exploring for New Amsterdam many years earlier, Minuit found a location on the South River that had no Dutch settlements around. It was also located at a cross roads for fur trading with the Lenape and Minquas tribes. This place would become the colony of **New Sweden**. The first ships carried supplies, sailors, and soldiers to start the colony.

The ships known as the *Kalmar Nyckel* and the *Fogel Grip* left late in November 1637. Early in the trip they ran into a storm. Extra time was needed to repair the ships in Holland before crossing the Atlantic Ocean. They arrived to the Delaware Bay in 1638.



Soon after they landed, Minuit purchased land from the Lenape and Minquas tribes. Then the crew began to build Fort Christina and a trade post. They built two Finnish log cabins - the first log cabins in America.

In June of 1638 Minuit left the colony to make a report to the Swedish government. He planned to return with families of settlers. Unfortunately, a stop in the Caribbean to trade wine for tobacco turned into a tragedy. When Minuit landed on the island he was invited by a Dutch friend to board his boat, the *Flying Deer*, for dinner. While on the boat hurricane winds drove the boat out to sea. Neither Minuit nor the boat was ever seen again.

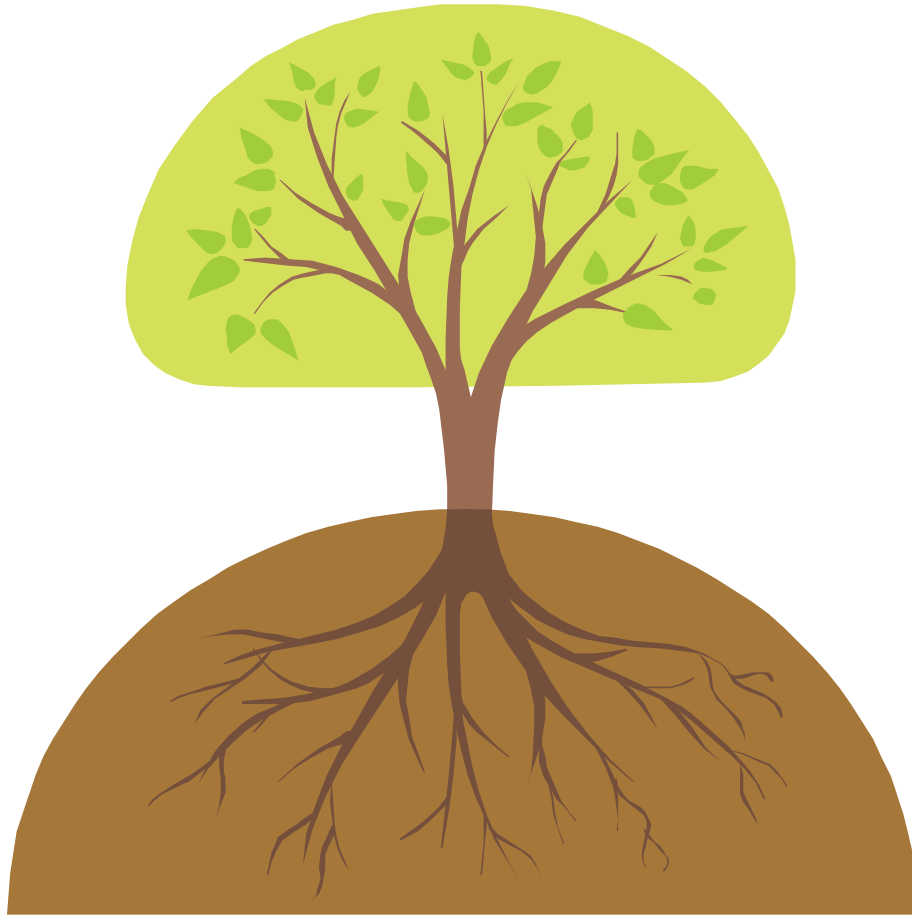
Handout 1.4
A Timeline of New Sweden

| YEAR | EVENT |
|-------------|--|
| 1609 | Henry Hudson explores the mouth of the Delaware Bay (Dutch) |
| 1610 | Englishman Samuel Argall re-explores the Delaware Bay and names it for Virginia Governor Thomas West, Lord De La Warr (English) |
| 1614 | Fort Nassau is built near present day Albany, New York (Dutch) |
| 1624 | Fort Orange is built in present day Albany, New York (Dutch) |
| 1626 | Peter Minuit becomes Director of New Netherland (Dutch) |
| 1626 | Manhattan Island is purchased, Fort Amsterdam is built, and New Amsterdam is settled (Dutch) |
| 1626 | Fort Nassau is built (near Gloucester, NJ) (Dutch) |
| 1631 | Swanendael is established (Lewes, DE) (Dutch) |
| 1632 | Peter Minuit is removed as Director of New Netherland (Dutch) |
| 1635 | Samuel Blommaert and Peter Minuit proposed the colony of New Sweden to the Swedish government (Swedish) |
| 1637 | Governor Peter Minuit and his crew leave aboard the Kalmar Nyckel and the Fogel Grip to settle New Sweden on the Delaware River (Wilmington, DE) |
| 1638 | Fort Christina is built (Wilmington, DE) and New Sweden is established (Sweden) |
| 1638 | Peter Minuit is lost at sea in the Caribbean |
| 1639 | Anthony, the first black man in Delaware, arrives from St. Kitts in the Caribbean on the Fogel Grip and joins the New Sweden colony |
| 1643 | Governor Johan Printz arrives in New Sweden |

Handout 2.2 Cause-and-Effect Tree

Branches and Fruit = Visible Signs and Effects

- 1.
- 2.
- 3.
- 4.



- 1.
- 2.
- 3.
- 4.

Roots = Underlying Causes and Influences

Source: Developing Academic Thinking Skills in Grades 6-12: A Handbook of Multiple Intelligences by Jeff Zwiers. C. 2004 by the International Reading Association.

Handout 2.4
Story Map

First

Next

Then

Finally

Handout 2.5 A Brief History of New Sweden

The location of New Sweden was chosen in 1638 by Peter Minuit. He decided that current day Wilmington would be a good location for five reasons:

1. It was off the main channel of the Delaware and hidden from the Dutch and English settlements;
2. It had a huge area of rocks ("the Rocks") that made a good location for sailors to unload the ships easily;
3. It was a location that the Swedes could defend from attack because it was located between the Brandywine and Christina Rivers. The soldiers could see any boats coming up from either river
4. It a location where Native Americans traveled to trade for furs
5. Most importantly, Minuit knew it was a location that the Dutch had never bought from the Native Americans.

After landing Governor Minuit purchased the lands for the colony and led the building of Fort Christina. Unfortunately, since he was lost at sea almost as soon as the colony began a new governor was needed.

Governor Johan Printz arrived at New Sweden in 1643. His family, including his wife and five daughters lived in Fort Christina for a short time. Soon after arriving, he built a home at Tinicum Island and named it Printzhoff. He also moved New Sweden's government offices from Fort Christina to Tinicum Island and built another fort which was named Fort Gothenburg. He believed that the colony needed a third fort for protection on the east side of the river which he named Fort Elfsborg. Fort Christina was remodeled and was used as a storehouse for trading goods and other items. Printz also built log houses in other locations where Swedish and Finish families lived. One was two miles south of Tinicum and called Upland, a second was called Nya Vasa near Kingsessing, and the third was called New Korsholm near the Schuylkill River. In addition a new mill was built and several tobacco plantations were made. In 1646 a log church was built on Tinicum Island. The building of these houses, forts, mills, and plantations meant that by the late 1640's New Sweden had grown and was then located on some of the lands of the present day states of Delaware, Pennsylvania, and New Jersey³.



Printz was able to do a lot during his early years as Governor but after a few years there was little support from Sweden. For instance, he did not have the number of soldiers or supplies that he needed. After the ship *Fama* brought supplies in June of 1644 he did not get any more supplies for trading with the Native Americans until two years and four

³ Weslager; *New Sweden on the Delaware*; 90-100.

months later. The reason that Sweden did not help was because it was at war in Europe. After the war ended Sweden sent some supplies; however, for a variety of reasons over the course of the next eight years the Swedish government did not send the number of supplies or settlers that Printz felt the colony needed.

Another challenge that Printz had was trying to increase the size of the colony without going to war with any of the other European colonies. Both the Dutch and English had lands very close to New Sweden. The Dutch leader, Governor Willem Kieft, met with him soon after he arrived and warned him against building on their territory. Fortunately, when Fort Elfsborg was built the Dutch decided it helped them as well as the Swedes against the English so they did not send soldiers to defend their territory.

By 1650 a few events would change the relationship between the Swedes and the Dutch. The first change took place in 1647 when Governor Kieft left his position and was replaced by Peter Stuyvesant. A year later the Dutch built Fort Beversreed near Philadelphia. Then, in 1651, the Dutch built Fort Casimir in New Castle, DE. Since Printz had few soldiers to protect New Sweden there was little he could do even though he believed that Fort Beversreed was built on Swedish land. In 1654, Johan Printz retired as the Governor of New Sweden due to his frustration about an ongoing lack of supplies and settlers from the Swedish government. Printz did not know that Sweden had by that point taken a new interest in New Sweden and was getting two ships full of supplies of new settlers ready to sail to New Sweden. He was replaced by Johan Rising.



Re-enactors at the New Sweden Centre in Wilmington Delaware show what the Swedish soldiers might have looked like.

Johan Rising (Ree-sing) made a few changes when he became Governor. First, he moved his headquarters back to Fort Christina since Printz's home remained in the hands of his daughter. Second, he focused on taking control of Fort Casimir since the Swedish government believed that it was on Swedish territory. Rising was given orders to argue for the fort without using military power. Fortunately for Rising his men outnumbered the Dutch so they were able to take the fort without a shot fired. It was named Fort Trinity. The Dutch who lived near Fort Trinity were allowed by the Swedes to either take an oath to Sweden and remain or go to New Amsterdam, the main Dutch colony in present day New York.

Governor Stuyvesant did not take action until he learned that peace between England and the Netherlands had taken place on July 16, 1654 in Europe. Before that time the Dutch were always worried about the English trying to take territory from them in North America. Now that the two European countries were at peace the Dutch did not need the Swedes to join them against the English. By 1655 the Dutch had recaptured Fort Trinity and captured Fort Christina. Johan Rising returned to Sweden in defeat. The Dutch ruled the former area of New Sweden for almost ten years until the territory was taken in 1664 by the English.



The New Sweden Centre chose the Coat of Arms above to represent the organization because it focuses on the time period of 1638 to 1776 for its educational tours.

Other symbols include:

HOPOKAHACKING

Lenni-Lenape name for "The Rocks". meaning "Place of the Peace Pipe".

FOUR NATIONS' FLAGS

Represents the area's colonial rulers: Sweden, Holland, Great Britain and the United States.

SHIELD SYMBOLS

Bow and Arrow - The Native Americans;

Three Crowns - Realms of Kalmar Union;

Hoe and Axe - Delaware Valley settlers' tools;

Anchor - Our important maritime heritage.

Handout 3.4
Stanley Arthur's Painting
The Landing of the Swedes



Step 1: Observation

- A. Study the painting for two minutes. Form an overall impression of the painting. Next, divide the painting into four sections (A, B, C, and D) and study each section.
- B. What is taking place in the painting?

| People | Objects | Activities |
|--------|---------|------------|
| | | |

Step Two: Making Inferences

Based on what you observed in the painting, what inferences can you make?

Step Three: Asking Questions

A. What questions come to mind when you look at this painting?

B. What historical sources might be used to help answer those questions?

This painting is part of the University of Delaware's Special Collections and is being used with permission.

Strategy Source: Adapted from the Photo Analysis Worksheet created by the Education Staff at the National Archives and Records Administration, Washington DC

Handout 3.5A

“Become Something Great” America’s original promise and enduring challenge.

Excerpt from a letter by Peter Minuit to Swedish Chancellor Axel Oxenstierna

As navigation makes kingdoms and countries thrive and in the West Indies [North America] many places gradually come to be occupied by the English, Dutch, and French, I think the Swedish Crown ought not to stand back and refrain from having her name spread widely, also in foreign countries; and to that end I the undersigned, wish to offer my services to the Swedish Crown to set out modestly on what might, by God’s grace, become something great within a short time [emphasis added].

Firstly, I have suggested to Mr. Pieter Spiering [Spiring, Swedish Ambassador to The Hague] to make a journey to the Virginias, New Netherland and other places, in which regions certain places are well known to me, with a very good climate, which could be named Nova Sweediae [New Sweden]....

Your Excellency’s faithful servant,

Pieter Minuit
Amsterdam, 15 June 1636

**Handout 3.5B
Fort Christina Park 1938**

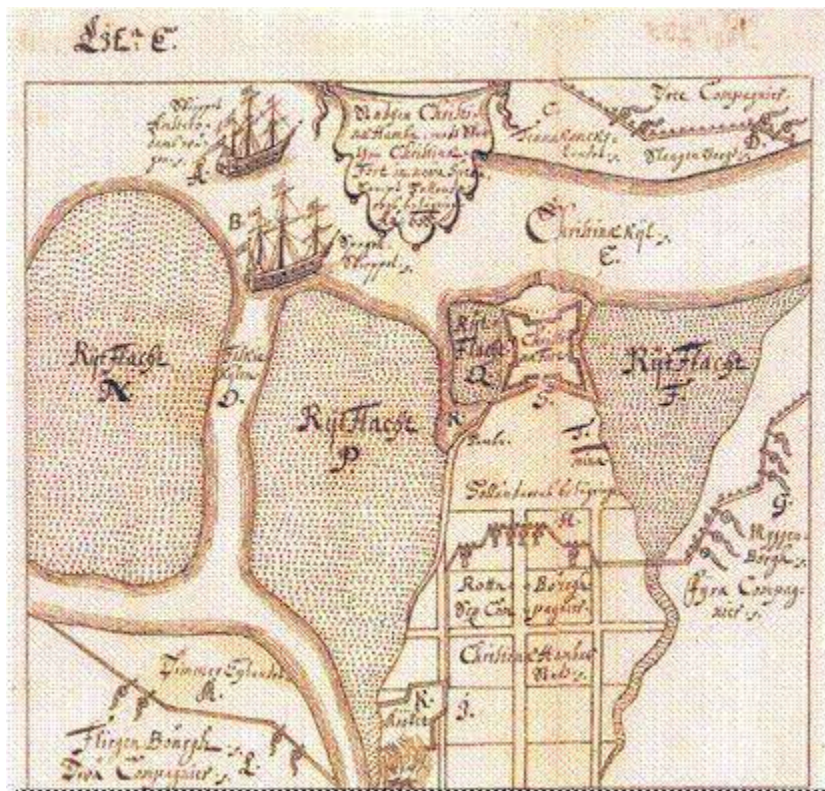
DPA - 2135P



Fort Christina Park, Wilmington, September 28, 1938. #2135.

In 1937 the General Assembly directed the State Highway Department to acquire and develop a park at "The Rocks" in accordance with plans furnished by the Tercentenary Commission. The next year the park was an important part of the state's celebration of the three-hundredth anniversary of the landing of the Swedes. In 1962 the park was transferred to the care of the Public Archives Commission.

Handout 3.5C
Map of the Siege of Fort Christina, 1655
Thomas Campanius Holm [c. 1670-1702]

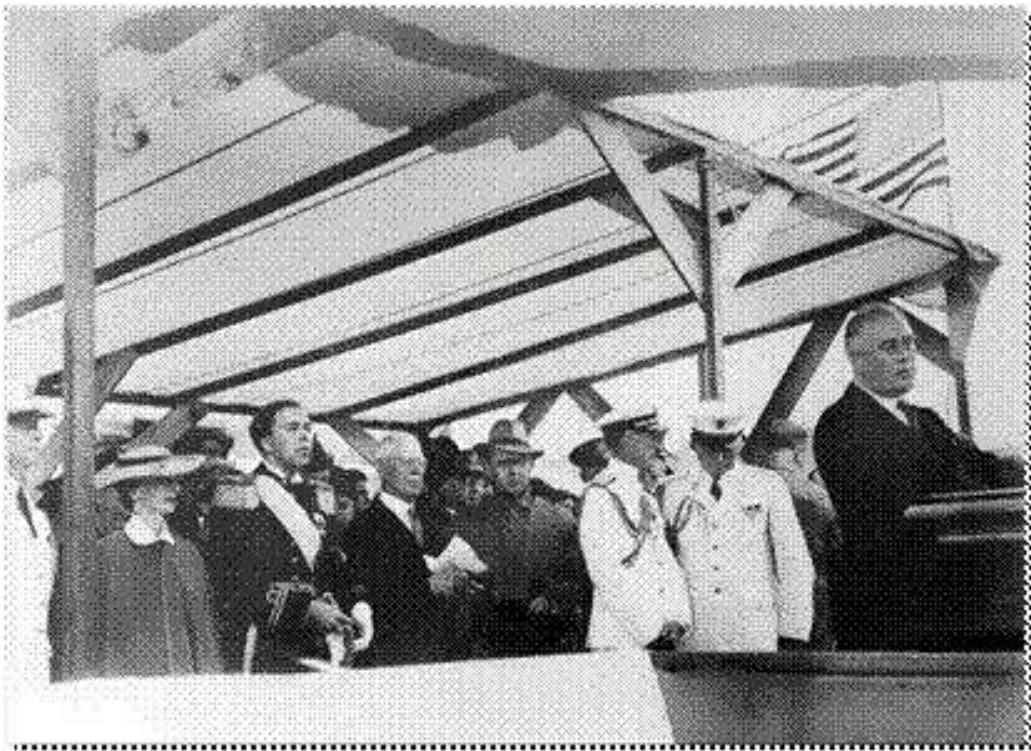


Handout 3.5E

President Franklin Delano Roosevelt is seen here delivering the dedication speech for the opening of Fort Christina Park on June 27, 1938. Also included in the photo are:

Front row, from left to right: Princess Louisa and Prince Bertil of Sweden, U.S. Secretary of State Cordell Hull, holding his keynote address; Carl Milles, sculptor, in fedora hat; U.S. Navy and U.S. Army aides, respectively, in dress white uniforms; FDR at podium.

Courtesy of the Kalmar Nyckel Foundation Archives.



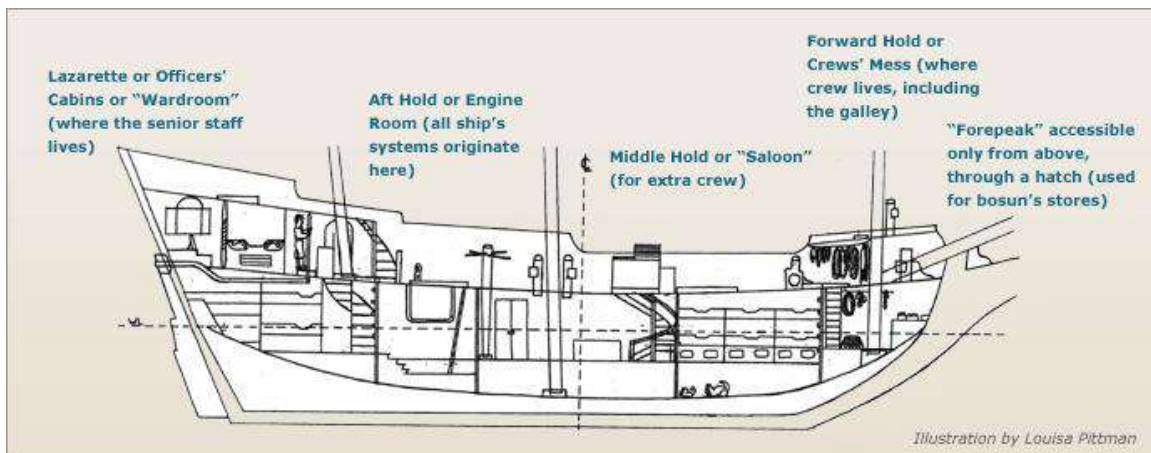
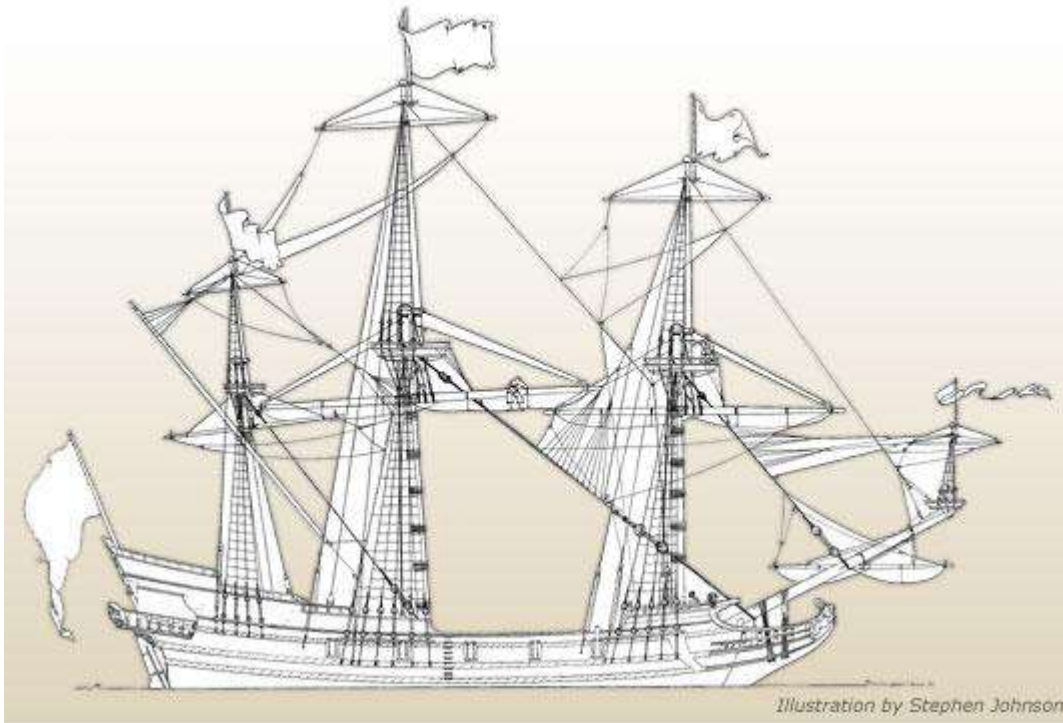
Handout 3.5F

This is a photo of "the Rocks" taken in 1898. In the photo is a three-masted schooner tied up alongside the Rocks. It is not the Kalmar Nyckel. Many of the rocks were taken away when the Christina River was widened.

Courtesy of the Delaware Public Archives, Dover, Delaware.



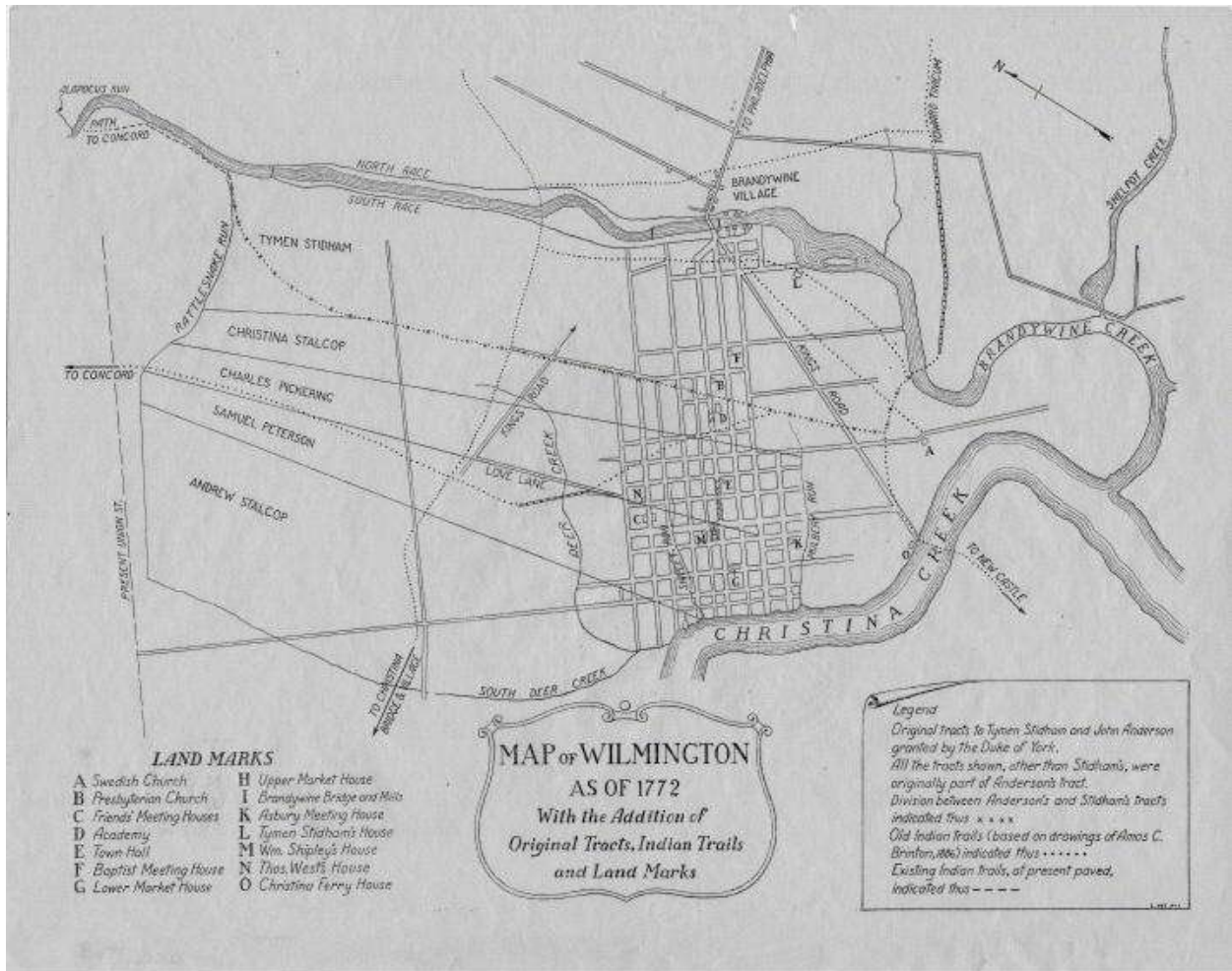
Handout 3.5G



NAME: Kalmar Nyckel
TYPE: 1625, Dutch 200 tonne Pinnacle
BUILDER: Allen C. Rawl, Inc.
BUILT AT: Wilmington, DE
DATE BUILT: September 1997

Sketches Courtesy of the Kalmar Nyckel Foundation

Handout 3.5H Map of Wilmington 1772



Courtesy of Delaware Public Archives – Digital Archives
<http://archives.delaware.gov/exhibits/misc/mapcollection/iiwilmington1772.shtml#TopOfPage>

Handout 3.5I – Leadership for the Colonization of Delaware

| Year | Leader | Ruling Nation | Actions |
|-----------|--|-----------------|---|
| 1638 | Peter Minuit | Sweden | <ul style="list-style-type: none"> • Led the first expedition with the Kalmar Nyckel and The Fogel Grip. • Built and named Fort Christina. • Was killed in a storm in the West Indies while attempting to trade wine for tobacco for the trip back to Sweden. |
| 1643 | Johan Printz | Sweden | <ul style="list-style-type: none"> • Moved the seat of government from Fort Christina to Tinicum Island where Fort Gothenburg was built. • Lacked men and supplies—did not receive support from Sweden. • Returned to Sweden due to frustration. |
| 1654 | John Rising | Sweden | <ul style="list-style-type: none"> • Moved headquarters for the colony back to Fort Christina • By the time Rising was Director there were less than 400 colonists. They were still in need of supplies and people. • Seized Fort Casimir (the Dutch fort). This action angered the West India Company and it was decided that the Director of New Amsterdam, Stuyvesant, should respond with force. • Returned to Sweden after the Dutch took control of New Sweden. |
| ? | Peter Stuyvesant | Holland (Dutch) | <ul style="list-style-type: none"> • Attacked and took control of Swedish territory. • Took control back at Fort Trinity (the original Dutch fort) which was renamed Fort Amstel. • Did not remain in New Sweden because there was an attack by Native Americans at New Amsterdam. |
| ? | Captain Dirck Smith Jean Paul Jacquet Jacob Alrichs William Beeckman Alexander d’Hinoyossa | Holland (Dutch) | <ul style="list-style-type: none"> • The Dutch ruled for about 10 years under the leadership of these men. • The lives of the Swedish and Finnish settlers were not seriously affected by the switch to Dutch rule from Swedish rule. |
| 1664 | Duke of York | England | |
| 1682-1704 | William Penn | England | |

Compiled using the work of C.A. Weslager:
New Sweden on the Delaware 1638-1655 and A Man and His Ship.

- The Jones Family Story.
Estimated time = 30 minutes.
- Optional Field Trip Extension – field visit opportunities at Winterthur Museum, Garden & Library.
Estimated time = ½ day.

About the Standard and Content

History is a thoroughly interpretive discipline. To understand the past, learners cannot conduct controlled experiments to recreate it and then study its effects. Nor can they travel back in time to witness events firsthand. And even if time travel were possible, learners would still be required to interpret the complex events that they were witnessing.

Access to the past is thus indirect, largely governed by artifacts and residue left behind by those who lived it. These include diaries, letters, journals, public records, newspapers, archeological artifacts, pictures, paintings, chroniclers' and historians' interpretations of past events, and the like...

Historical sources form a type of evidence chain or trail that must be painstakingly pieced together into carefully argued interpretations of past events.

-- Bruce VanSledright¹

History Standard 2 Clarification

History standard 2 [analysis] introduces second grade students to the concept that documents and artifacts offer us information about the past. A student will have mastered this concept when that student can respond to a new document or artifact by giving an explanation (written preferred, oral acceptable) that clearly displays an understanding of the concept. An **artifact** is simply a thing, anything, made by human hands. A piece of physical evidence (referred to as **material culture** by historians) from a time period or an event is a **primary source**. So, both a document and an artifact may be a primary source. Sometimes we learn more from touching artifacts than we learn from reading about them. A student's book bag contains artifacts that historians could use to describe that student. Is he or she neat, organized, prepared for trouble (two pencils?), or occasionally hungry (filled with snacks)? For example: When given a picture of a colonial fireplace, a picture of a pioneer family in a covered wagon, or a picture of a family in an automobile, the student would describe the family and their activity. An old map shows what people knew, and perhaps more importantly, did not know at that time. Students might examine a map that locates China close to Europe, without the two continents of North and South America, to gain an appreciation for the difficulties faced by early explorers. Birth certificates tell where and when you were born, who your parents are, but not anything about your grades in school.

History Standard 3 Clarification

History Standard Three [interpretation] introduces grade 2 students to the concept that historical accounts are created from logical inferences based upon documents and artifacts. If students see an old toothbrush, they may wonder how it was used. Colonial toothbrushes did not have the plastic bristles we have. Their toothbrushes used natural bristles, such as stiff plant material or fibers. The colonial toothbrushes in museums have no bristles

¹ Accessed at <http://education.stateuniversity.com/pages/2048/History.html> on 4/21/12 at 8:26 a.m. Read more: [History - LEARNING, TEACHING OF - Historical, Past, Students, and Peter - StateUniversity.com](http://education.stateuniversity.com/pages/2048/History.html#ixzz1sg23NCUY) <http://education.stateuniversity.com/pages/2048/History.html#ixzz1sg23NCUY>.

because they rotted away. Upon close inspection, and an awareness of the fact that the bristles rotted, students can now draw a logical inference that colonial children brushed their teeth just as we do. Historical documents and artifacts speak to us in a way, but we have to coax out some information through logical inferences.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- **History Standard Two K-3a:** Students will use artifacts and documents to gather information about the past.
- **History Standard Three K-3a:** Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.

ELA Common Core Standards

- Reading: RI.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- Writing: W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Writing: W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Misconceptions Addressed

- Knowing about the past depends on eyewitness reports. (National Research Council, *How Students Learn: History in the Classroom*. p 55)
- We can't know about the past because we weren't there. (National Research Council, *How Students Learn: History in the Classroom*. p 174)

Big Ideas

- Inferences and Interpretation

Unit Enduring Understandings

- Many different types of sources such as artifacts and documents exist to help us gather information about the past. The sources need to be critically analyzed and categorized as they are used.
- A limited number of artifacts and documents survive from the past. Therefore, they cannot reveal everything that happened long ago. So, historians often have to fill in the gaps by drawing logical inferences from the evidence that is available.

Unit Essential Questions

- What can I learn about the past from studying artifacts and documents? What can't I learn?
- How are artifacts and documents used to write the story of the past?

Knowledge and Skills

Students will know...

- Vocabulary: artifact, document, inference, past, evidence, inference.

Students will be able to...

- Draw inferences from artifacts and documents.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should complete the assessment after the lessons conclude.




| | |
|--|---|
| Prior Knowledge | Now that you have practiced describing what life was like over 200 years ago by analyzing artifacts and documents, you are prepared to earn the honor of becoming a “Junior Historian.” |
| Problem | <p>Research suggests that the best way for children to figure out what they want to become when they grow up is to explore different kinds of jobs while they are in school. A group of historians from around the United States is trying to get more children to think about becoming historians. So, they have created an activity in which students in grade 2 can perform some tasks that allow them to see whether they...</p> <ul style="list-style-type: none"> a. like doing what historians do, and b. have the skills needed to become historians. <p>Students who complete the exercises well will...</p> <ul style="list-style-type: none"> a. earn a prestigious “Junior Historian” certificate, and b. have taken the first step toward become historians. |
| Role/Perspective | You are a student who will try to earn the prestigious honor of becoming a “Junior Historian.” |
| Product/Performance | <p>You will analyze historical materials (see Resources 8a-c) to answer the question, “what was life like for some children who lived just over 100 years ago?”</p> <p>Your description should:</p> <ul style="list-style-type: none"> a. explain <u>what</u> life was like for children approximately 100 years ago based on the evidence b. explain <u>how</u> you know what life was like approximately 100 years ago. |
| Criteria for Earning the Honor of Becoming a Junior Historian | <ul style="list-style-type: none"> • You explain what life was like long ago. • You explain how you were able to describe what life was like long ago. • Your explanation is based on the materials that you analyze. • You use and define words that historians use and that you learned in this unit. |

Product/Process Differentiation:

1. Students may demonstrate understanding in the summative assessment orally or in writing.
2. Allow students to build their descriptions around one or all of the photographs i.e. [Resources 8a-c](#).
3. Distribute copies of [Resource #9](#) and have students work in pairs to analyze one or more photographs.
4. Allow students to create a poster or documentary that describes what life was like long ago.

Suggestion – tape record or film the students’ oral descriptions. You can listen to them after they are recorded to check scoring and share with parents during conferences, open houses, back to school nights, or during a special awards ceremony in which the students receive their Junior Historian certificates ([see separate Resource](#)).

Rubric

| | Below Standard  0 points | Meets Standard  1 point | Exceeds Standard  2 points |
|--|---|--|---|
| Description How well did you describe what life was like long ago? | Your description overlooked or misinterpreted most details in the photographs. | You explained what life was like using details from the photographs. | You explained what life was like using important details from the photographs. |
| Explanation How well did you explain how you figured out what life was like long ago? | You did not explain how you figured out long ago or your explanation could not be understood. | You partially explained how you figured out what happened long ago. | You thoroughly explained how you figured out what happened long ago. |
| Use of Sources How well did your description stick to what you saw in the sources? | Your description strayed from the sources most of the time. | Your description sometimes strayed too far from the sources. | Your description stuck to the details in the sources. |
| Vocabulary How well did you use words that are used by historians? | You seldom, if ever, used words that historians use. | You occasionally used words that historians use and most were used appropriately. | You always used words that historians use and they were used appropriately. |
| Optional or Bonus Text Types and Purposes (ELA Common Core) | You introduced your topic. | You introduced your topic -and used facts and definitions. | You introduced your topic, -used facts and definitions to develop points, and -provided a concluding statement. |

Minimum of 4 points needed to be awarded Junior Historian status (with no “below standard” rating on Description, Explanation, Use of Sources, or Vocabulary constructs).

Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations

Lesson 1

Essential Question

- What can I learn about the past from studying artifacts and documents? What can't I learn?

Warm-Up

Lay some artifacts (e.g. game pieces) and documents (e.g. score sheets) on the classroom floor before students enter the room. Draw their attention to the materials after they have entered. Tell them that something happened overnight ("in the past"). Ask students to speculate/infer what happened based on the evidence that you laid-out on the floor.

Ask students:

- What happened overnight?
- How do you know what happened if you were not there?
- What can't you learn from what was left behind?

Preview the Assessment & Rubric (see pp. 4 -7 of this unit)

Strategy 1: Gathering Information

Perspective Taking

Note to the Teacher: research into historical thinking suggests that younger students...

- a. often struggle to comprehend how far back in time events occurred,
- b. often think that knowing about the past depends on witnessing what happened.

The purpose of this activity is to help students understand that no one was alive to witness what happened "long ago" (e.g. more than 122 years ago). Therefore, there have to be other ways to know what happened (e.g. drawing inferences from documents and artifacts).

Tap Prior Knowledge: You may want to ask students how old they think some people in their lives are (e.g. parent, grandparent, teacher, principal, the President etc.).

Present the timeline below to students. Tell students that typical 2nd grade students like those sitting in your classroom were born approximately 7 years ago. Guide the students through the timeline. Mention that the average life span for an American is between 78-79 years old.

Ask students if they think people from 240 years ago (when our country was born) are still alive. Note: A Google search indicated that the oldest known person lived to be 122 years old. You might highlight this point on the timeline.

Timeline

| 240 years ago | 50 years ago | 30 years ago | 7 years ago |
|----------------------|------------------------|-------------------|-----------------------------------|
| | | | |
| ----- | | | |
| Our country was born | Grandparents were born | Parents were born | 2 nd graders were born |

Read the following story about the birth of our country to students. A single page copy is offered as [Resource #1](#): *A Story About Long Ago* below.

A Story About Long Ago

Over 200 years ago, long before anyone we know was born, our country – the United States of America – was created. We used to be part of another country called England, but the people in our country decided that they wanted to have their own country.

So, a group of Americans wrote their ideas down on a document that is called the Declaration of Independence (show [Resource #2: Image of the Declaration](#)). The Declaration stated that we were now going to be free from England. And so, the United States of America was born.

Later, a different group of Americans wrote another document called the Constitution. The Constitution describes rules for our country. It also lists rights that Americans have.

After reading the Constitution, one famous American named Benjamin Franklin looked up to the front of the room and saw a chair with a sun carved onto it. People were not sure if the sun carved into the chair was supposed to be a rising or a setting sun (show [Resource #3: Image of the Rising Sun Chair](#) and ask students whether they think it is a rising or setting sun?).

Ben Franklin said that it had to be a rising sun because he believed that the new Constitution would make our country rise to greatness.

Ask students: *if no one from 240 years ago is still alive, how do we know what happened long ago – way back when our country was born?* Record their answers so that you can anticipate patterns of responses/ misconceptions next time you teach the unit.

Remind them how they did it during the Warm-up activity.

Preview and Address Misconceptions through “Refutational Text.”²

Explain to students that...

Refutational Text

“Some students think that the only way to know what happened long ago is to have witnessed it.

Perhaps you believe this or know someone who does.

But, it is possible in many cases to know what happened long ago without witnessing it. You can do this by analyzing artifacts and documents, just like you did during the warm-up.”

Check for Understanding

- **Exit Ticket:** How do you know what happened long ago?

Strategy 2: Extending and Refining Concept Formation

Vocabulary Building: Project or write the words “artifact” and “document” on the board. Show student copies of [Resources #3 and 4](#): Images of the Declaration of Independence and the “rising sun” chair. Ask students to describe what they consider to be the differences between the chair and the document.

Offer the following “elementary” definitions:

- Artifact – an object made by a person.
- Document – paper on which there is written or printed information.

Ask students...

- a. is the Declaration of Independence an artifact or a document? Why?
- b. is the rising sun chair an artifact or a document? Why?

Framer Models (see [Resources # 4 and 5](#)): have students work in whole class or small groups to complete Framer Models for “artifact” and “document.”

² “refutation texts are designed to state a common misconception, explicitly refute the misconception, and then present the accepted...viewpoint as a plausible and fruitful alternative” (Broughton, S. H., Sinatra, G. M., & Reynolds R. E. 2010, p. 4).

Homework Extension: Have students work with a parent or guardian to list examples and non-examples of artifacts and documents found in their homes. Follow-up with a share or “show and tell” session in class.

Debrief: remind students that one way we can learn about what happened long before any of us were even alive is by examining artifacts and documents. Artifacts and documents provide us with *clues* about what life was like long ago. *History* is the study of the past and the people who piece together the stories of the past for a living are called *historians*. But, students can work toward becoming historians while they are in school. Or, they can practice the skills used by historians to become better citizens.

Strategy 3: Extending and Refining³ **Trash Can “History”**

Think-Pair-Share & T-Chart: Project a copy of the Colonial Williamsburg Foundation’s “Trash Can Archaeology” image ([see Resource # 6](#)). Ask students to work with an elbow partner to identify any artifacts or documents that they see on the image. Create a T-Chart on the board and list artifacts and documents that students share out in the appropriate columns.

Tell them that they are to pretend that they are historians. Historians study people and what their lives were like in the past. The trash is sitting outside of a house where someone or some people once lived. The person or people moved several days ago. Ask students to work with a partner and distribute copies of [Resource 7](#). The students’ task is to look at artifacts and documents in the “trash can” image and answer the questions on Resource 7. Emphasize that their answers must be based on the artifacts and documents that appear in the image.

Model: model what you want students to do by working through responses to the question in the first row: **Who** lived in the house where the trash came from? How do you know?

Debrief: ask the students...

- Did any of you know the person or people who lived inside the house where the trashcan sits?
- Have any of you ever met the person(s) who live inside the house?
- Is it possible to know things about the people in the house without ever having seen or spoken with them? How?
- How might historians know about what happened long ago if no one is still alive from that time period? [making inferences about artifacts and documents that people leave behind. The artifacts and documents provide clues about what happened long ago.]
- What could you not learn about the people based on what they left behind?

³ This strategy is adapted from a lesson developed by the Colonial Williamsburg Foundation. The original may be found at http://research.history.org/Archaeological_Research/KidsPage/TrashCan.cfm

Check for Understanding

Ask students to list...

- 3 things you saw in the cartoon.
- 2 things you now know about the people who owned the trash.
- 1 thing that the trash does not tell you about the people.

Strategy 4: Application History Bags Activity

Preparation: Approximately one week prior to conducting the lesson, send home a letter to your students' parents or guardians asking them to select

- 2-3 artifacts (e.g. trophies, jewelry, toys, photograph, books) and
- 2-3 documents (e.g. old report cards, journals, copy of a birth certificate, a certificate of achievement etc.) that would enable another person to learn their past.

Ask the parents/guardians to involve their children in the selection of the materials and discuss what each object can reveal about their child. Ask the parents to put their "historical materials" in a paper bag, write their child's name on it, and send it in to class. Tell the students not to show anyone what is in their bag until you tell them to.

Model: Bring in your own History Bag with items that reveal significant information about yourself on the day selected for this lesson. Model and provide guided practice by taking one item out of the bag. Ask students to guess what they think the item reveals about you and your past. Confirm or correct their conclusions. Continue this until you have gone through each item in your History Bag then ask one or two students to summarize what the 5 items reveal about you and your past.

Analyze Historical Materials: Place students in pairs (Student A and Student B) and ask them to exchange their History Bags with their partners. Ask Students A to empty the bags of Students B. Then, ask them to write down or explain orally what they learned about Students B from the contents of their bags and have Students B confirm or correct what the documents or artifacts were meant to reveal about him or her. Ask them to identify one thing that they could not learn about their partner based on what they brought in.

Repeat the process but this time have Students B report on the contents of Students A's bags. You may want to ask students to share what they have learned about each other with the entire class. Explain that what they just did is similar to what historians do when they construct historical accounts i.e. they draw conclusions from artifacts and documents.

Categorize: Write the words "documents" and "artifacts" on the board and review the definitions. Ask the students to take the 5 "things" from their partners History Bag and put documents on the left side of their desks or workspace and artifacts on the right. Have partners check the placements while you walk around the room doing likewise. Invite the class to identify some of the artifacts that they found in the History Bags and write them on the board under the word Artifact. Do likewise with documents.

Check for Understanding

Ask students to list...

- 3 things you saw in your partner's bag.
- 2 things you now know because of what you saw.
- 1 thing that you could not figure out from the artifacts and documents.

Lesson 2: History Kit

Essential Question

- How are artifacts and documents used to write the story of the past?

Instructional Strategies

Strategy 1: Gathering Information

Artifact and Document Analysis

Note to the Teacher: You will be using the Winterthur History Kits or Images of the items in the kits in this lesson.

Tell students that, for the next day or so, you want them to think of themselves as aspiring historians. Their task is to figure out what life was like for people who lived a VERY long time ago i.e. when our country was born - 240 years ago...around the time when the Declaration and Constitution were written! Remind them that no one from that time is still alive.

Modeling: Suggest to the students that you have some artifacts and documents that are just like those owned by the "Jones family" that lived in Delaware around the time when our country was born i.e. approximately 240 years ago.

As candidates for the honor of becoming *Junior Historians*, their job will be to describe what life was like for the Jones family.

Select one object, hold it up for students to see, and model how to analyze it (note that each image card has descriptions on the back). Ask them...

- What is the object made out of (if artifact replicas are available)?
- What do you think this object is?
- Who do you think would have used this object?
- How was the object used?
- Why do you think the Jones family had this object (or what was it used for)?
- Where do you think the Jones family would have kept this object (in which room)?
- When do you think the Jones family would have used this object used?
- What does this object tell us about the lives of the people who owned it?

Demonstrate how the object may have been used.

Learning Stations: Place objects ([or photographic images – See separate Resources](#)) from the Winterthur Kits in different stations around the room. Have students circulate and respond to the same questions i.e.

- What is the object made out of (if artifact replicas are available)?
- What do you think this object is?
- Who do you think would have used this object?
- How was the object used?
- Why do you think the Jones family had this object (or what was it used for)?
- Where do you think the Jones family would have kept this object (in which room)?
- When do you think the Jones family would have used this object used?
- What does this object tell us about the lives of the people who owned it?

Integrating Reading – Story time.

The story of the Jones Family ([see separate Resource](#)) is designed to help students synthesize the information that they have been gathering at their learning stations. It also prepares them for their summative assessment. The story describes a single day in the lives of the hypothetical, 18th Century “Jones family” using some of the object names that they have analyzed at the learning stations. The story also presents the objects in a chronology of daily life.

Set a Purpose

Tell students that they are to listen for how and when each object was used as the story is read.

- Give one object from the stations to one student and do likewise with the rest of the objects.
- Have students stand side by side in the order that their object appears in the story. Instruct them remain seated until their object appears in the reading.

Summative Assessment

Review the summative task and rubrics (see pages 4 & 5) with the students.

Field Trip Extension

Winterthur Museum, Garden & Library



Elements of this unit were drawn from the program “Adopt an Object,” one of 18 curriculum-based, hands-on programs offered by Winterthur Museum, Garden, & Library for students in Pre-school through twelfth grade. The “Adopt” program, which is intended for students in Kindergarten through second grade, enables students to investigate the study of daily life through the study of household objects. The program lasts 90 minutes. During this time, a guide leads groups of five or six children in a hands-on investigation of the color, shape, material, and function of their adopted object as they travel through several different areas of the museum.

The Delaware Period Rooms, which are intended to evoke a middle-class farmer’s home in the late 1700s, provide a historic setting for each object. Here, students discuss life long ago and the role their object might have played in an historic home.

While in the Touch-it Room, students focus on how their object was used and purchased. Here, they role-play with their objects in a child-size general store and parlor.

In the Galleries, students compare their object to other objects used in historic homes. They search for clues about the various properties of objects—shape, materials, decoration, use, etc. They also draw pictures of their object to take home.

In the Activity Room, students use their objects to form a timeline of the events in the story “A Day in the Life of the Jones Family,” thus reinforcing sequential ordering skills.

The Adopt an Object program at Winterthur is available March through December. Admission is \$5 per child, and scholarships are available to cover both admission and transportation for classes that can demonstrate need. Interested teachers can contact Lois Stoehr, Associate Curator of Education, at 302.888.4645 or via email: lstoehr@winterthur.org.

Winterthur also offers several workshops for educators throughout the year that highlight the use of objects in classrooms. Information about these can be found online at winterthur.org/teachers.

Works Cited

Broughton, S. H., Sinatra, G. M., & Reynolds R. E. (in press). The nature of the refutation text effect: An investigation of attention allocation. *The Journal of Educational Research*. Accessed at http://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1289&context=teal_facpub on 8/21/12.

Resource #1

A Story About Long Ago

Over 200 years ago, long before anyone we know was born, our country – the United States of America – was created. We used to be part of another country called England, but the people in our country decided that they wanted to have their own country.

So, a group of Americans wrote their ideas down on a document that is called the Declaration of Independence. The Declaration stated that we were now going to be free from England. And so, the United States of America was born.

Later, another group of Americans wrote another document called the Constitution. The Constitution describes rules for our country. It also lists rights that Americans have.

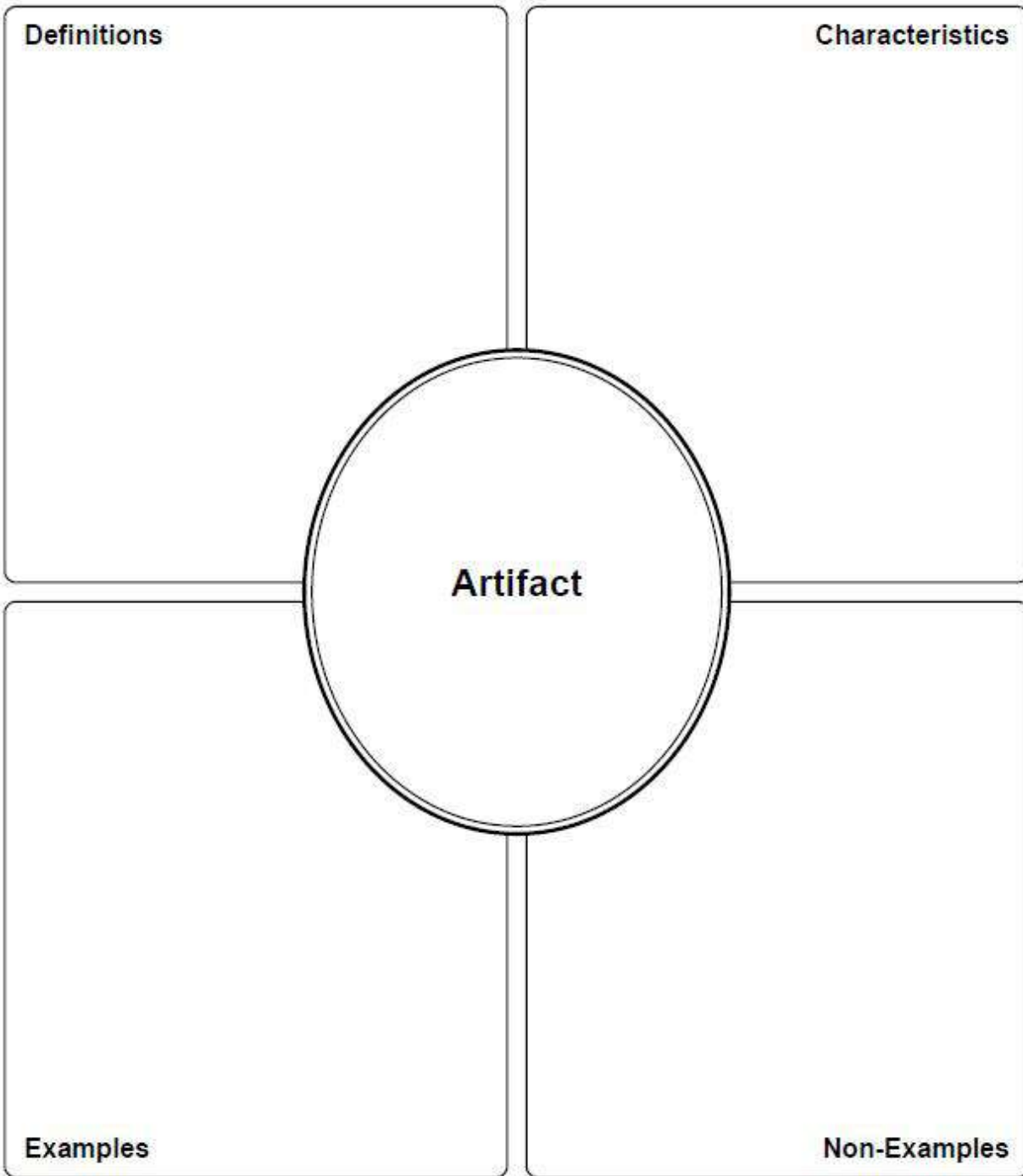
After reading the Constitution, one famous American named Benjamin Franklin looked up to the front of the room and saw a chair with a sun carved onto it. People were not sure if the sun carved into the chair was supposed to be a rising or a setting sun.

Benjamin Franklin said that it had to be a rising sun because he believed that the new Constitution would make our country rise to greatness.

Resource #3
Image of Rising Sun Chair



Resource # 4
Fray Model: Artifact

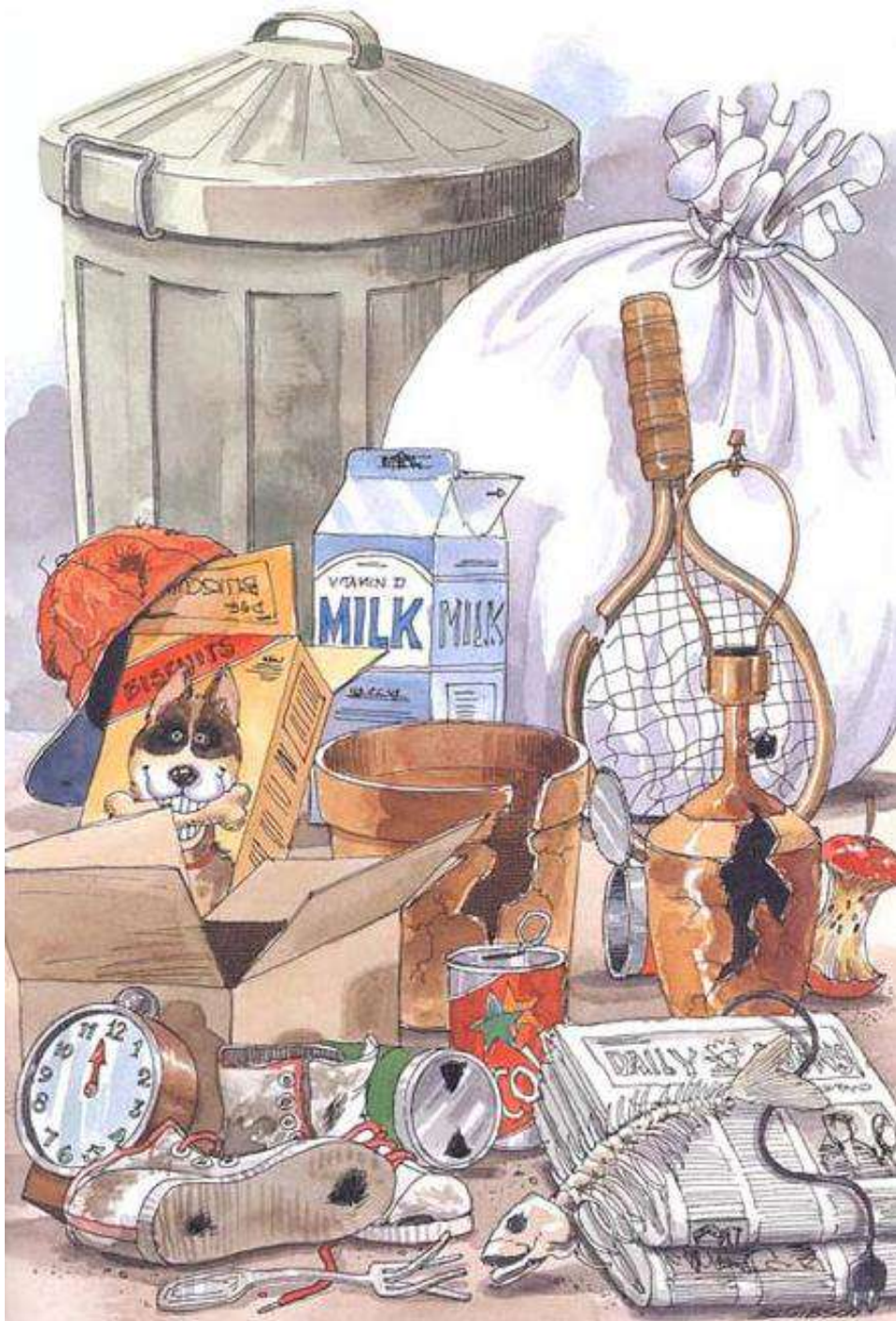


Resource #5
Frayer Model: Document

Name: _____ Date: _____

| | |
|--------------------|------------------------|
| Definitions | Characteristics |
| Document | |
| Examples | Non-Examples |

Resource #6
Trash Can History



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The Colonial Williamsburg Foundation allows classroom use of its web site text, images, and media. Students and teachers may download text, images, and media without restriction for use in a classroom setting.

Resource 7
Trash Can History Graphic Organizer

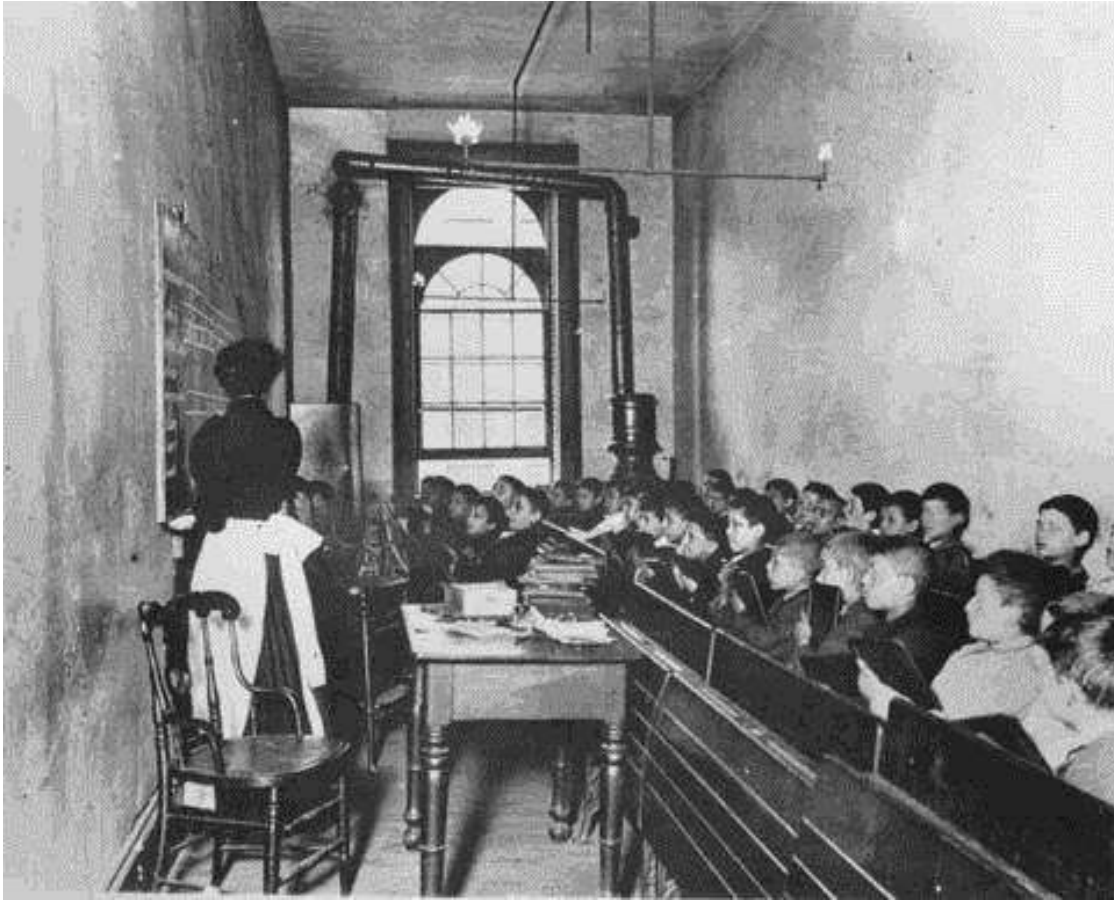
| | | How do you know? |
|---|--|-------------------------|
| Who lived in the house where the trash came from? | | |
| What are some things that the people in this house did? | | |
| When do you think the people moved? | | |
| Where do you think the people spent their free time? | | |
| Why might some people think that adults lived in this house? | | |

Resource #8a
Summative Assessment Images



Retrieved at <http://historyisinteresting.tumblr.com/post/12175127195/children-playing-baseball-in-a-back-alley>
on 8/20/2012.

Resource #8b
Summative Assessment Images



Retrieved at

http://www.fordham.edu/academics/colleges_graduate_s/undergraduate_colleg/fordham_college_at_l/special_programs/honors_program/hudsonfulton_celebra/homepage/progressiv_e_movement/education_32231.asp

Resource #8c
Summative Assessment Images



Retrieved at <http://www.flickr.com/photos/usnationalarchives/7494253930/in/set-72157630403221230> on 10/22/2012 at 10:35 a.m.

U.S. National Archives' Local Identifier: 102-LH-2809

Photographer: Hine, Lewis

Persistent URL: [research.archives.gov/description/523514](https://www.legacy.com/arkivisearch/research.archives.gov/description/523514)

Resource 9
Photo Analysis Tool

| What do you see? | What does this tell us about life long ago? |
|-------------------------|--|
| | |
| | |
| | |

★ Junior Historian Certificate ★



This Award is Presented to

In Recognition of Distinguished Achievement
on the Delaware Recommended Curriculum.

Signature _____

Date _____

Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Economic Exchange

Designed by: Amy Broomall
District: Christina

Content Area: Social Studies
Grade Levels: K-3

Summary of Unit

Individuals, groups, regions, and countries often specialize in the production of particular **goods** and in the performance of particular services. This leads to the output of more goods and services than the **producers** themselves wish to consume. In such situations, producers exchange their surpluses for other goods and services produced by people located elsewhere. The respective traders are better off. The principle of **voluntary exchange** is based on the fact that both sides expect to gain from trade. If they did not, they would not trade.

The simplest form of exchange is **barter**. Barter is the direct exchange of goods and services without the use of money. For bartering to occur, there must be a double coincidence of wants. That is, a person who wants to trade something must find trading partners who value each other's respective good or service. Students in this grade cluster may already do this at lunchtime. This means of exchanging goods and services is time-consuming, greatly restricts economic activity, and limits specialization. The use of money solves problems.

A wide variety of items has been used as money throughout history, and almost anything can serve as money so long as people are willing to accept it in exchange for goods and services. For example, tobacco, nails, farm goods, fish, salt, furs, and cows have served as commodity money. **Commodity money** is a medium of exchange which has value as a commodity or good aside from its value as money.

Today's American currency consists of Federal Reserve notes. It has value because of people's willingness to accept it in payment. Anything used as money must perform three functions:

1. Medium of Exchange - Money acts as a go-between to make it easier to buy things. Sellers agree to accept it in exchange for a good or service.
2. Unit of Account - Money serves as a way to measure and compare the values of goods and services in relation to one another. When comparing prices, individuals can determine if one good is a better buy than another. It also allows people to keep accurate financial records.
3. Store of Value - Money allows people to hold onto their money and have it maintain its value.

For anything to serve as a medium of exchange it must be durable, portable, divisible, stable in value, relatively scarce, and acceptable.

1. Durable - Money must be able to withstand the wear and tear of many people using it.
2. Portable - Money must be easy to carry.
3. Divisible - Money must be easily divided into small parts so people can purchase goods and services of any price.
4. Stable in Value - Money keeps its purchasing power over long periods of time.
5. Scarce - There is not as much available as people would want.
6. Acceptable - Whatever is used as money must be accepted as a medium of exchange.

The standard refers to other media that could be used to facilitate exchange. Today, other media would include such things as debit cards and ATM cards. At the K-3 level, other media could also include commodity money. Explaining how commodity money was used is more appropriate.

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.
- **Economics Standard Two K-3a:** Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.

Big Idea(s)

- Transferable core concepts, principles, theories, and processes from the Content Standards.
- Interdependence

Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.

Students will understand that:

- A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.
- Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living.
- Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange.

Unit Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning.
- How might the use of money affect the economy?
- Why is what we use as money valuable?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- Individuals, groups, regions, and countries can specialize in the production of particular goods and the performance of particular services.
- Barter is the simplest form of exchange.
- A wide variety of items have been used as money through history.
- For anything to serve as a medium of exchange it must be durable, portable, divisible, stable in value, relatively scarce, and acceptable.

Students will be able to...

- Work productively with others to specialize in the production of a particular good and/or the performance of a particular service.
- Engage in simple forms of exchange, such as barter.
- Analyze the use of commodity money as a medium of exchange.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Task(s)

- Performance/transfer tasks as evidence of student proficiency

An effective assessment for ALL students should be designed to include:

- Complex, real-world, authentic applications.
- Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge).

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.

Essential Question Measured by the Transfer Task

- How might the use of money affect the economy?
- Why is what we use as money valuable?

| | |
|----------------------------|--|
| Prior Knowledge | You have learned that a variety of items have been used as money through history and for anything to serve as a medium of exchange it must be durable, portable, stable in value, relatively scarce, and acceptable. |
| Problem | Your principal would like to open a new school store. The store will be different from most stores because cash will not be accepted as payment. |
| Role/Perspective | Your principal has asked students to select or create a medium of exchange that demonstrates all of the characteristics of money. She/he will review all student ideas and choose the medium of exchange that is best for your school. |
| Product/Performance | You will develop a proposal in the form of a poster or written speech for your principal to review. Your proposal must include a sample or sketch of the item you will use as commodity money, an explanation of the characteristics that make this medium of exchange appropriate for your school, and an explanation of how the item will be used in the school. |

| | |
|--|---|
| Criteria for Exemplary Response | <p>When you complete your proposal be sure to:</p> <ul style="list-style-type: none"> • Include a sketch of the item you've selected or created to use as commodity money. • Explain the characteristics that make this item an appropriate medium of exchange for your school. • Explain how this item will be used as commodity money at the school store. |
|--|---|

Rubric(s)

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
- Provide opportunities for differentiation of the performance/transfer tasks used as evidence of student proficiency.

| Scoring Category | | | |
|--|--|---|--|
| The proposal provides... | SCORE POINT 3 | SCORE POINT 2 | SCORE POINT 1 |
| An explanation which proves that the item is durable, portable, divisible, stable in value, relatively scarce, and acceptable. | The explanation of the item's characteristics is thoroughly developed . | Partially developed explanation of the item's characteristics. | Minimally developed explanation of the item's characteristics |
| An explanation of how the item will be used as a medium of exchange. | The explanation of how the item will be used is thoroughly developed . | Partially developed explanation of how the item will be used. | Minimally developed explanation of how the item will be used. |
| Use of content-appropriate vocabulary in order to demonstrate understanding. | Content-appropriate vocabulary is well developed and evident . | Some evidence of content-appropriate vocabulary. | Minimal Evidence of content-appropriate vocabulary. |

Exceeds the Standard: 9
Meets the Standard: 8-7
Near the Standard: 6-5
Below the Standard: 0-4

TOTAL SCORE ____

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations.

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- Align with expectations of Stage 1 and Stage 2.
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Include a wide range of research-based, effective, and engaging strategies.
- Differentiate and personalize content, process, and product for diverse learners.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Lesson One

Essential Questions

- How might the use of money affect the economy?
- Why do producers specialize in the production of particular goods and services?
- How are goods and services exchanged?

Instructional Strategies

Strategy 1: Gathering Information Anticipation Guide

Materials: Student Sheet 1

Vocabulary: goods, services, producer, exchange, barter

The lesson begins by assessing students' prior knowledge of the following terms: *goods, services, producers, exchange, and barter*. Begin by telling the class that you are starting an Economics unit. Ask if anyone can explain what economics is? Next, explain the directions for the [Student Sheet 1](#). It may be helpful to read the statements aloud. After students complete the sheet, review each statement and solicit responses from the class. Be sure to introduce and define each bold face term. Vocabulary cards for each term are included and can be posted for use throughout the unit. Following the discussion, collect the anticipation guides and use the rubric below to informally assess the students' prior knowledge.

Check for Understanding

- Following the discussion, collect the anticipation guides and use the rubric below to informally assess the students' prior knowledge.

Rubric

2 - The responses are valid and provide accurate explanations for false statements.

1 - The responses are invalid and/or provide inaccurate explanations for false statements.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

Strategy 2: Extending and Refining Reading in the Content Area

Adapted from: <http://www.econedlink.org/lessons/index.php?lesson=289&page=teacher>

After listening to the story, *Jack and the Beanstalk*, the students will find out that beans were used as an exchange for Jack's cow. Jack traded his pet cow for an old man's magic beans. Were they both happy? They should be! People exchange goods because both feel they will be better off after the exchange.

Materials: [Teacher Sheet 1](#) or own copy of *Jack and the Beanstalk*

Vocabulary: exchange, barter

Do you have a pet? Would you trade something for your pet? If someone gave you money for your pet, would you trade your pet for money? Would you trade your pet for food if you were hungry? Would you trade your pet for five beans? In the story we will hear in our lesson, that is just what happens!

An **exchange** involves trading goods and services for other goods and services or for money. **Barter**, however, does not involve the use of money. Barter is the direct trading of goods and services for other goods and services. Voluntary exchange occurs when all participating parties expect to gain.

Begin with the following discussion: If you want a new pair of shoes, how do you go about getting them? You have to EXCHANGE something for the shoes. Exchange means to trade something for something else. What would you trade the store clerk for the pair of shoes? [*Money.*] Would you give the clerk money for the shoes? [*Yes.*] Could you trade a hamburger for a pair of shoes? [*No.*]

If you wanted a pair of shoes that your sister or brother had, could you trade something with your sister or brother for the shoes? [*Yes.*] Can you think of something your sister or brother might want—other than money—that you could trade for the shoes? Trading of this sort is called **bartering**. **Bartering** is trading without money.

When you make a trade, both people should be satisfied after the trade. Why? [*You should not have traded if you did not expect to be satisfied about it.*]

Now read the story found on [Teacher Sheet 1](#) or you may use your own copy of the *fairytale*. Be sure to emphasize the part where Jack trades his pet cow for beans.

After reading, initiate the following discussion: Was the old man satisfied he got the cow? [*Yes.*] Was Jack satisfied that he got the magic beans? [*Yes.*] When you trade you should both be satisfied. Was Jack's mom satisfied? [*No.*] What did she want Jack to get in trade for the cow? [*Money.*]

But Jack and the old man traded the cow and beans. The old man bartered the beans for the cow.

Do you think Jack's mom was satisfied by the exchange of the cow for beans at the end of the story? [*Yes.*] Do you think Jack got Milky White back from the old man? [*Answers may vary.*]

What trade would make you satisfied? Fold a piece of paper in half. On one side of the paper, draw a toy that you have that you would be willing to trade. On the other side of the paper, draw something that you would like to trade for.

In conclusion, tell the class that, when you exchange one thing for another, the trade should make both people satisfied. You should not trade for something you do not want. When you trade and you do not use money, it is called barter.

Check for Understanding

- Your friend wants to barter with you. She wants to trade her dictionary for your favorite music CD. Will you both be satisfied with this trade? Explain why or why not.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate or irrelevant explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

Strategy 3: Application

Try Trading

Adapted from: *Economics for the Elementary Classroom*, by Elaine C. Coulson and Sarapage McCorkle, pages 107-111.

Now that students have been introduced to the form of exchange called barter, it is their turn to “Try Trading.” The students will build on their knowledge of exchange by defining a specialist as someone who produces only one particular good or service. Students will give examples of specialists and what they produce as well as explain why it is necessary for specialists to trade. This experience with trading will lead students to describe problems which occur in a barter system.

Materials: [Student Sheet 2](#), [Student Sheet 3](#)

Vocabulary: specialists, barter, medium of exchange

Initiate a discussion on specialization with the following questions:

- a. Where does your father/mother work?
- b. What job does your father/mother do at work? (List on board.)
- c. Is there anyone who could do all the jobs listed on the board? Why not?

Students can participate in a Think-Pair-Share for this question. Give students a minute or two to think about their answer, then pair up with a classmate to discuss ideas. Upon class discussion, the class should conclude that there is not enough time for one person to do all these things or learn to do them.

Display the vocabulary cards and explain that people who specialize or produce only one particular good or service are called **specialists**.

Discuss the following questions:

- a. What does a teacher specialize doing? (educating students)
- b. What does a taxi cab driver specialize doing? (driving people to their destinations)
- c. What does a musician specialize doing? (playing a musical instrument)
- d. How do specialists depend on each other? (Since one person cannot produce all goods and services, specialists depend on each other to exchange for goods and services wanted.)

Select nine students to be specialists. Tape one of the [Student Sheet 2](#) to each student. The teacher should also participate by playing the role of doctor. (You may wish to partner students so that each person has a role in the activity.)

Read each [Have Card](#) and ask students which specialist is most likely to produce that particular good or service. Distribute cards to each specialist.

Explain that the specialists want certain goods and services which they cannot produce themselves and that they cannot use money to obtain what they want. Read and distribute [Student Sheet 3](#).

Discuss the following questions:

- a. What could the specialists do to get what they want? (They could trade what they have for what they want. Display and review the vocabulary card for barter.)
- b. What are some things students your age barter?
- c. What problems have you had bartering? (In order for barter to work, there must be a coincidence of wants. In other words, each person must want what the other has to trade. Sometimes the value of things to be bartered is not equal and things cannot be divided into smaller units.)

Instruct the specialists to try bartering what they have for what they want. As the doctor, the teacher begins the bartering by explaining that he/she wants a tooth filled. Ask the dentist if he/she would like to trade a medical examination for a tooth filling. The dentist should refuse the trade since he/she wants apples. Ask the class for suggestions to solve the problem. Hopefully, someone will suggest trading for apples first, then trading the apples for the tooth filling. Each time a trade is completed, [Want Cards](#) should be exchanged.

Continue this process until the doctor can finally trade for the tooth filling. This is the trading order:

- a. Trade medical examination for artist's oil painting.
- b. Trade oil painting for printer's newspaper.
- c. Trade newspaper for fisherman's fish.
- d. Trade fish for tailor's coat.
- e. Trade coat for barber's haircut.
- f. Trade haircut for carpenter's bookshelf.
- g. Trade bookshelf for baker's bread.
- h. Trade bread for farmer's apples.
- i. Trade apples for dentist's tooth filling.

In conclusion, discuss the following questions:

- a. How many times did the doctor have to trade to finally get the tooth filling? (9)
- b. Why did so many trades have to take place? (A lack of direct coincidence of wants.)
- c. What could have been used to make the exchange easier? (Money)
- d. Is there anyone here who would not accept money in exchange for something you wanted to sell? (Hopefully, no)
- e. Why do think money is called a **medium of exchange**? (Money is in the middle of the exchange.) Display vocabulary card.

Check for Understanding

Students will complete a written response to this prompt, so that it can be shared in Lesson 2. Use student responses to assess their understanding of the concepts taught in Strategy 3 and as a means of assessing prior knowledge for Lesson 2, where money will be the key concept.

- Why might someone prefer to accept money in exchange for goods or services than to barter? Use an example to explain your thinking.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives an valid explanation with an inaccurate, irrelevant, or no example.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

Lesson Two

Essential Questions

- Why is what we use as money valuable?
- What items have been used as money throughout history?
- What are the functions of money?

Instructional Strategies

Strategy 1: Gathering Information Think-Pair-Square

Adapted from: "What Is Money?," by Bonnie T. Meszaros

<http://www.phil.frb.org/education/teachers/lesson-plans/MoneyGrades3-5.pdf>

Throughout history many items have been used as money, including tobacco, salt, and fur, so long as people are willing to accept it in exchange for goods and services. Strategy 1 will build upon the students' knowledge of barter with the introduction of items used as commodity money in the past. This understanding is necessary for answering the essential question.

Materials: Student copies of [Student Sheet 4](#)

Vocabulary: commodity money

Begin by returning the student prompts from Lesson 1, Strategy 3, which asked students to compare exchange with barter and money. First, ask students to review their response and prepare to share in a Think-Pair-Square. Next, students share their responses with a partner. Then, the pair joins with another, forming a group of 4. Each group will share their ideas with the whole class.

Distribute copies of [Student Sheet 4](#). Form groups of five so each student can participate. While reading, instruct the students to listen for and highlight/underline all the things Madam Harris wanted to use to purchase goods.

After reading, discuss the following questions. Make a class list of the items Madam Harris wanted to use to purchase goods. Save the list: it will be used in Lesson 3, Strategy 2.

- a. What is the type of trading Merchant Smith and Farmer Black used called? (*Barter*)
- b. Why was Merchant Smith willing to accept Farmer Black's goods? (*He knew he could sell them.*)
- c. Why wouldn't Merchant Smith accept wampum from Madam Harris? (*The General Court declared it was not legal tender.*)
- d. Why would he accept the coins? (They were scarce. The coins were accepted in all the colonies.)
- e. Why didn't Merchant Smith want to accept Madam Harris' paper money from the Virginia Colony? (*He wasn't sure it would be accepted in Massachusetts.*)
- f. Why was Madam Harris unwilling to use her goat? (The items she wanted to buy were worth about half a goat. She didn't want to kill her goat.)
- g. Why was the tobacco unacceptable in Virginia but accepted by Merchant Smith? (Too much tobacco had been produced, so it wasn't accepted by everyone as payment for goods and services. Tell students that since tobacco was scarce in Massachusetts, it was widely used as money. However, in Virginia where tobacco was not scarce, it was not used as money.)

- h. What was wrong with using fish, corn, and grain? (*They spoiled and were difficult to carry.*)
- i. Why would it be difficult to use nails as money? (It was difficult to make change with nails. Nails are also difficult to carry.)
- j. What other problem did Madam Harris raise about exchanging cows for fish? (*How do you know how many fish equal a cow?*)

Check for Understanding

Have students respond in writing to the following prompt. Students can respond in a paragraph or in a 2-column chart.

- In the past, salt was used as commodity money. What would be some positive and negative reasons to use salt as a medium of exchange? Explain your thinking.

Rubric

2 - This response gives a valid reason with an accurate or relevant explanation.

1 - This response gives a valid reason with an inaccurate or irrelevant explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

Strategy 2: Gathering Information

Brainstorming

Adapted from: <http://www.econedlink.com/lessons/index.php?lesson=66&page=teacher>

Materials: [Teacher Sheet 2](#)

Vocabulary: money

Display [Teacher Sheet 2](#) as a poster or create your own. Pose the question, *What Is Money?* Give the students 3-5 minutes to write and/or sketch any responses to the question. Debrief with the students and record their thoughts on the poster. Student responses may be limited at this time, but you can begin to scaffold their understanding. Students may be unfamiliar with the term *function*, so define the term *function* as a purpose served by or done by someone or something. For example, the function of glue is to hold things together. List the three functions of money on the chart. Introduce and define each function.

What Is Money?

List student ideas here

3 Functions of Money

1. **Medium of Exchange** – Money acts as a go-between to make it easier to buy things. Sellers agree to accept it in exchange for a good or service.
2. **Unit of Account** – Money serves as a way to measure and compare the values of goods and services in relation to one another. When comparing prices, individuals can determine if one good is a better buy than another.
3. **Store of Value** – Money allows people to hold onto their money and have it maintain its value.

Check for Understanding

Have students respond orally or in writing to the following prompt. The same question was asked at the start of the lesson, and students will now have the opportunity to revise or confirm their initial responses.

- What is money?

Rubric

2 - This response gives an accurate or relevant explanation.

1 - This response gives an inaccurate or irrelevant explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

Strategy 3: Extending and Refining Summarizing

Tell students to think back to the tale of *Jack and the Beanstalk* from Lesson 1-Strategy 1. Ask the following questions:

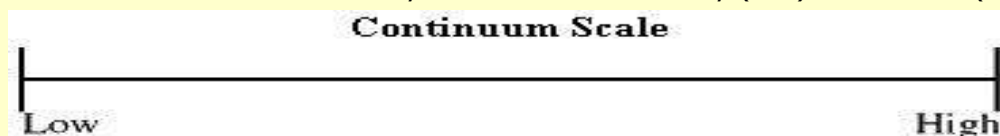
- a. What did Jack's mother ask Jack to trade in exchange for the cow? (*Gold coins so that they could buy other goods like food.*)
- b. Why did Jack's mother not like the trade which Jack made? (*Because beans can not be traded for goods they would need in the future: beans do not meet the three functions of money.*)
- c. Why are beans not money, given the functions of money on our chart? (*1. It is not a unit of account because most stores will not take beans in trade for other goods. 2. It might be a unit of account since it is easily divisible, but there is no national standard for how many beans equal a cow. 3. It is not a store of value since the beans will rot.*)
- d. What is the opportunity cost of not having money to trade with? You may need to review with students that opportunity cost refers to the next best thing that you give up when making an economic decision. (*There are a number of opportunity costs. The most important is that you will lose the time finding someone who wants what you have to trade and will trade you something that you want.*)

Check for Understanding

Ask students to contribute to a list of the items used as money in the story, Jack and the Beanstalk.

- Gold coins
- Beans
- Cow

Have students make a continuum scale that shows the degree of quality for each item. Have students rate each item as money from the worst money (low) to the best (high).



Add other items historically used as money (salt, tobacco, wampum, fur pelts, etc.) to increase the difficulty. Students should be able to justify the location of an item on the scale using the qualities of money.

Strategy 3: Application Categorizing

Materials: Examples of commodity money items/U.S. currency (optional), Student Sheet 5

Divide the class into 6 groups. Each group will be assigned an item that either served as commodity money in the past or an example of today's American currency. Possible items are beans, gold coins, nails, corn, U.S. dollar bill, and the U.S. quarter. It would be helpful and more motivating to provide students with an example of each item. Review the [poster which lists the three Functions of Money](#) and ask students to recall your discussions of the items used for exchange in the "Time Travelers' Theatre" and *Jack and the Beanstalk*.

First, give groups just a few minutes to discuss how well the item serves the 3 functions of money. Draw the following on the board or a poster and give each group a sticky note with their item written on it. Explain the rating scale that you've created on the board.

- No way = Item is a not a good medium of exchange.
- So-So = Item serves some functions of money.
- Jackpot = Item serves all 3 functions.

After their initial discussion, each group will place their item's sticky note where they think it belongs on the rating scale.

Does it serve the 3 Functions of Money?

NO WAY

SO-SO

JACKPOT!

Following their ratings, groups will conduct a more in-depth discussion of their item. They will complete [Student Sheet 5](#), shown below, and answer yes or no in each column. In addition to answering yes or no, they must explain their thinking. An example is provided.

If time allows, groups may exchange items and complete the chart again. Monitor the groups as they work and pose questions to guide their thinking, such as

- How does this item compare to what we use as money?
- Would you and your friends use this item for exchange?
- What are the pros and cons of using this item as money?

When all groups have completed the chart for their initial item, call their attention back to the rating scale. Ask groups if anyone would like to revise their rating and, if so, allow them to move the sticky notes. Provide each group the opportunity to share responses from the chart. You may want to create a class chart with all of the findings.

The class discussion, should lead students to answer the essential question:

- Why is what we use as money valuable?

Begin to solicit responses to the question, and then students will respond in the Check for Understanding.

| Item | Medium of Exchange Can it act as a go-between to make it easier to buy things? | Unit of Value Can it be used to measure and compare the value of goods and services to one another? | Store of Value Can people hold onto the item and have it keep its value? |
|-------------|--|--|--|
| Fish | No, because not all sellers would want to accept fish as payment. It may be hard to find someone to accept the fish. | No, fish would not be widely accepted as a medium of exchange, therefore we cannot assign a value to goods and services. For example, is a haircut worth 3 fish? | No, because fish cannot be kept and will not keep its value. Once it goes bad or is eaten, it no longer has any value. |

Check for Understanding

- Why is what we use as money valuable? Explain your answer.

Rubric

2 - This response gives a valid reason with an accurate and relevant explanation.

1 - This response gives a valid reason with an inaccurate or irrelevant explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

Lesson Three

Essential Questions

- Why is what we use as money valuable?
- What are the characteristics of money?

Instructional Strategies

Strategy 1: Gathering Information Think-Pair-Share

Materials: [Teacher Sheet 3](#), cup of sand

Begin by asking the class to recall the 3 functions of money. Display the poster as a reference. Tell the class that now you will discuss the 6 characteristics of money. Students may be unfamiliar with the term *characteristic*, so define *characteristic* as a feature that helps to identify something. For example, a characteristic of glass is that it is shiny.

Tell students that, for anything to serve as a medium of exchange, it must be durable, portable, divisible, stable in value, relatively scarce, and acceptable. Display [Teacher Sheet 3](#) as shown below or create your own. Introduce and explain each characteristic.

Characteristics of Money

1. **Durable** - Money must be able to withstand the wear and tear of people using it.
2. **Portable** - Money must be easy to carry.
3. **Divisible** - Money must be easily divided into small parts so people can purchase goods and services of any price.
4. **Stable in Value** - Money keeps its purchasing power over long periods of time.
5. **Scarce** - There is not as much available as people would want.
6. **Acceptable** - Whatever is used as money must be accepted as a medium of exchange.

Conduct the following demonstration, which is available on the NCEE's Virtual Economics CD within the lesson, "Money Is What Money Does." Teachers may request copies from the [Delaware Center for Economic Education](#), and many Delaware school districts already own copies.

Have each student think about the following questions individually, then compare his or her responses with a partner, before comparing responses with the entire class.

Hold up a cup of sand (or any material that will work for your class). Ask students:

- Is sand long-lasting (durable)? *Yes*
- Is sand easy to move from one place to another (portable)? *Yes, but you could lose something during transportation.*
- Is sand easy to divide (divisible)? *No*
- Will sand have the same value over a long period of time (stable in value)? *Most likely no, but it depends on its supply.*
- Is there an unlimited supply of sand (scarce)? *Possibly, depending on where you live or the resources you have.*
- Could sand be used to buy an apple (acceptable)? *No*

Check for Understanding

- Look at your pencil. Based on the 6 characteristics of money we have discussed, does your pencil demonstrate all the characteristics of money? Support your answer with an example.

Rubric

- 2 - This response gives a valid explanation with an accurate and relevant example.
1 - This response gives a valid explanation with an inaccurate or irrelevant example.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

Strategy 2: Extending and Refining Graphic Organizers

Lesson adapted from: "What Is Money?" By Bonnie T. Meszaros

<http://www.phil.frb.org/education/teachers/lesson-plans/MoneyGrades3-5.pdf>

Materials: [Student Sheet 6](#)

Display and review the [Characteristics of Money](#) poster. Revisit the "Time Travelers' Theatre" and review the class list of items Madam Harris wanted to use to purchase goods.

Display and distribute [Student Sheet 6](#) as in the example shown below. Demonstrate how to complete the grid using one of the items listed. Compare the item to each of the characteristics listed. If the item meets the characteristic, place a plus (+) in the cell, and if it doesn't, place a minus (-).

Allow time for students to complete the activity individually or in small groups. Have groups share their answer and record on a class chart. Add U.S. currency and coins to the grid and, as a class, rate its characteristics.

Evaluating Money

| Form of Money | Durable | Portable | Divisible | Stable in Value | Scarce | Acceptable |
|---------------|---------|----------|-----------|-----------------|--------|------------|
| Wampum | | | | | | |
| Tobacco | | | | | | |
| Paper Money | | | | | | |

Check for Understanding

- Suppose the U.S. government proposed eliminating the one dollar bill and wanted to use a one dollar coin instead.
- Why is using a one dollar coin instead of a one dollar bill a good idea? Explain your answer.

Rubric

- 2 - This response gives a valid reason with an accurate and relevant explanation.
1 - This response gives a valid reason with an inaccurate or irrelevant explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**.

Strategy 3: Application

What Makes Money Acceptable?

Activity adapted from *Focus: Grades 3-5 Economics*, published by NCEE, page 133.

Before asking students to apply their knowledge of what makes money acceptable, review the key concepts from Strategy 2.

Distribute [Student Sheet 7](#), which asks students to select an item (gum, gold bars, or water) and explain whether the item has each of the qualities that make money a good medium of exchange. Students complete this activity independently.

Check for Understanding

- Collect Student Sheet 7 and use the following rubric to informally score their explanations. The students are asked to circle one item and answers will vary.

Rubric

2 - The response provides an accurate explanation of how the item meets the 6 characteristics of money.

1 - This response provides an inaccurate explanation of how the item meets the 6 characteristics.

For administration of formative assessment see [Student Self-Assessment and Reflection](#).

A possible student response for the item, bar of gold:

Durable – does not break or chip easily

Not Portable - heavy and not easy to carry

Not divisible - not easy to divide–would require special tools to cut

Stable in value - gold would keep its value over a long period of time

Generally acceptable - Most people would be willing to accept gold in exchange for other things; there might be variations in the quality and weight of the gold

Relatively scarce - not many people have access to gold

Stable in value - gold would keep its value over a long period of time

Transfer Task

The students are now ready to complete the Transfer Task introduced at the start of the unit. The task will be completed independently; however, students can refer to their notes and classroom charts, vocabulary, and posters. Students will be given [Student Sheet 8](#) to use as a planning tool for completing their proposal. Upon completion of the posters and speeches, provide students the opportunity to share their work with the class.

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.

Resources

- Bonnie T. Meszaros, "What Is Money?," <http://www.phil.frb.org/education/>
- www.econedlink.com
- Virtual Economics – Council for Economic Education, <http://www.councilforeconed.org/ea/program.php?pid=11>

Flowers, Barbara J, Penny Kugler, Bonnie T. Meszaros, Layna Stiles, & Mary C. Suiter (2005). *Focus: Grades 3-5, Economics*. National Council on Economics Education. New York, NY.

Coulson, Elaine C & Sarapage McCorkle (1982). *Economics for the Elementary Educator*. SPEC Publishers, Inc. Ballwin, Missouri.

Teaching Tips

Clock Buddies - To ensure that students have a variety of partners during paired discussion, a graphic organizer in the form of a clock can be used. Spaces are allotted at every "hour" for a partner's name. The teacher may allow students to find clock buddies at the beginning of a unit or they might assign certain time slots for differentiation purposes. When the teacher is ready for the students to pair up they will announce, "Get together with your 3:00 buddy." Then the teacher will present the class with a question or discussion prompt. http://www.readingquest.org/strat/clock_buddies.html

Think Pair-Share - Ideal for teachers and students new to cooperative learning.

- First, the teacher poses an open-ended question or problem.
- Each individual student takes approximately one minute to think about an answer or solution on their own.
- The student then pairs up with another student, and they discuss their answers or solutions together.
- The whole class reports in partners various answers and solutions.
<http://www.wcer.wisc.edu/archive/cl1/CL/doingcl/thinkps.htm>

Think-Pair-Square - This activity is built on the foundation of Think-Pair-Share without the class reporting.

- Then, after Think-Pair-Share takes place, the partners team up with another set of partners creating groups of four students.
- Each group compares and contrasts the two sets of answers or solutions.
- From the two, the group decides on a compromise.
- The whole class reports out on their decisions.

Student Notebook - You may wish to have students keep a notebook during this unit. Students will complete numerous prompts and some of the student sheets can be recreated by students instead of distributing copies. A record of their learning will be very helpful in completing the transfer task.

Vocabulary Cards - Vocabulary cards are included with the unit to aid in the building of content knowledge. The vocabulary cards can be copied, cut apart, and displayed during the unit and referred to throughout your Social Studies teaching.

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

Content Connections

Content Standards integrated within instructional strategies

- **ELA Standard Three:** Students will access, organize, and evaluate information gained by listening, reading, and viewing.
- **ELA Standard Four:** Students will use literary knowledge accessed through print and visual media to connect self to society and culture.
- **Economics Standard Three K-3a:** Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.
- **History Standard Two K-3a:** Students will use artifacts and documents to gather information about the past.
- **Economics Standard Four K-3a:** Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.

Anticipation Guide – Why Do People Trade?

Directions: Read each statement carefully and decide if it is true or false. If you think a statement is false, please explain why it is false.

| Statement | True | False |
|--|------|-------|
| <p>Example: My barber provides me with a good, not a service when he cuts my hair. <i>My barber provides me with a service when he cuts my hair. A good would be an item I buy at his shop like shampoo or a brush.</i></p> | | X |
| <p>1. Producers can specialize or become experts at producing particular goods or performing particular services.</p> | | |
| <p>2. People, groups, and countries can exchange goods and services with one another.</p> | | |
| <p>3. Producers cannot exchange their goods and services with other producers.</p> | | |
| <p>4. When a trade is made between two people, both people should be satisfied in the end.</p> | | |
| <p>5. Barter is the exchange of goods and services with the use of money.</p> | | |

Specialist Signs

| | |
|------------------|------------------|
| DOCTOR | DENTIST |
| FARMER | BAKER |
| CARPENTER | BARBER |
| TAILOR | FISHERMAN |
| PRINTER | ARTIST |

Want Cards and Have Cards

| | |
|--|--|
| <p>Want Card (Doctor) You want a dentist to fill a cavity in your tooth. You may have to make many trades before you can get what you want.</p> | <p>Have Card Medical Examination</p> |
| <p>Want Card (Artist) You want a medical examination from a doctor.</p> | <p>Have Card Oil Painting</p> |
| <p>Want Card (Printer) You want an oil painting from an artist.</p> | <p>Have Card Newspaper</p> |
| <p>Want Card (Fisherman) You want a newspaper from the printer.</p> | <p>Have Card Fish</p> |
| <p>Want Card (Tailor) You want a fish from the fisherman.</p> | <p>Have Card Coat</p> |
| <p>Want Card (Barber) You want a coat from the tailor.</p> | <p>Have Card Haircut</p> |
| <p>Want Card (Carpenter) You want a haircut from the barber.</p> | <p>Have Card Bookshelf</p> |

| | |
|--|--|
| <p>Want Card (Baker) You want a bookshelf from the carpenter.</p> | <p>Have Card Bread</p> |
| <p>Want Card (Farmer) You want a loaf of bread from the baker.</p> | <p>Have Card Apples</p> |
| <p>Want Card (Dentist) You want a bushel of apples from the farmer.</p> | <p>Have Card Tooth Filling</p> |

Time Travelers' Theater

Announcer 1: Welcome to the Time Travelers' Theater. Follow us back in time to learn about an invention you and your families use every day. What is this invention? Money!

Announcer 2: Believe it or not, money is an invention. Today we use Federal Reserve notes, coins, checks, and electronic money, such as debit cards, for spending, but it wasn't always this way.

Announcer 1: Let's travel back in time to colonial America to get the inside scoop on the first types of money used in our country.

Announcer 2: It is 1704 and here we are in the Massachusetts Bay Colony in Merchant Smith's mercantile store. Looking around I can see that he sells just about everything: candy, seeds for planting crops, and even clothing.

Announcer 1: Merchant Smith is chatting with Farmer Black, one of his customers. Madam Harris, a new schoolteacher from the Virginia Colony, has just walked into Merchant Smith's store.

Farmer Black: I need to take out a loan for seeds to plant crops. As payment, I can give you part of my harvest next year to sell in your store.

Merchant Smith: I'm sorry Farmer Black. I can't give you credit this year to buy seeds for planting. I've already given credit to many farmers and businesses in the colony. You will have to go to another merchant.

Farmer Black: How can my farm and other businesses in the colony grow without a source of credit? I would like to buy some other things even if I can't get credit. I would like to trade a basket of eggs and three chickens for cloth, sugar, and a pound of cheese.

Merchant Smith: I'll give you everything you need. I can sell the goods I get from you to other customers who visit my store. I think I have a new customer in the store now. Welcome to Smith's mercantile. How can I help you?

Madam Harris: I am Madam Harris. I've just arrived from the Virginia Colony to take a new job as a schoolteacher and need to buy many things for my home—two pounds of flour, a pound of sugar, some seeds to begin planting my garden, coffee, and cloth for a new dress. I have a few English and Spanish coins, some paper money from the Virginia Colony, some tobacco, some wampum that I acquired on my trip, and a goat.

Merchant Smith: English coins and other foreign coins are scarce. Everyone wants them because they are the only kind of money accepted in all of the colonies.

Madam Harris: I was hoping to be able to use the wampum, the Virginia paper currency, and the tobacco I brought with me to pay for my goods.

Farmer Black: The General Court has declared that wampum, the Indian beads used for making change, is no longer accepted as legal tender, so I'm afraid it is worthless.

Merchant Smith: And I'm afraid I cannot accept your paper money printed in the Virginia Colony. I'm not sure I would be able to spend it here in Massachusetts.

Madam Harris: My goat is worth more than the goods I want to buy, but I can't cut my goat in half to pay for the things I need.

Merchant Smith: Since you are a new customer, we will work something out. The lack of sound money is quite a problem here in Massachusetts, as it is in all of the colonies.

Madam Harris: The General Court of the Virginia Colony has the same problems. They declared tobacco as legal currency for the colony, but there was too much tobacco, so it wasn't accepted by everyone as payment.

Farmer Black: Many of the other crops and goods used as money, such as fish, corn, and grain, spoil and are difficult to carry around. Using nails for making change is also difficult, and they are very heavy to carry around.

Madam Harris: And how do you figure out how many fish are equal to one cow?

Farmer Black: The colonies are growing so fast. We need a good money and credit system so citizens and businesses can prosper and grow.

Merchant Smith: Madam Harris, here are your goods. I will accept an English sixpence and your tobacco as payment.

Madam Harris: Thank you, Merchant Smith. Good day to both of you.

Source: *Money Connection* curriculum, Federal Reserve Bank of San Francisco

Taken from: <http://www.phil.frb.org/education/teachers/lesson-plans/MoneyGrades3-5.pdf>

Does it serve the 3 Functions of Money?

| Item | Medium of Exchange Can it act as a go-between to make it easier to buy things? | Unit of Value Can it be used to measure and compare the value of goods and services to one another? | Store of Value Can people hold onto the item and have it keep its value? |
|----------------------|---|--|--|
| <i>Example: Fish</i> | <i>No, because not all sellers would want to accept fish as payment. It may be hard to find someone to accept the fish.</i> | <i>No, fish wouldn't be widely accepted as a medium of exchange, therefore we can't assign values to goods and services such as a haircut is worth 3 fish.</i> | <i>No, because fish cannot be kept and won't keep its value. Once it goes bad or is eaten, it no longer has any value.</i> |

Evaluating Money

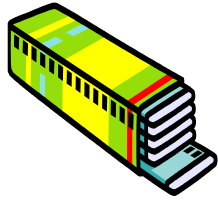
Directions: Rate each form of money mentioned in the play using the characteristics of money. If the form meets a characteristic, place a plus (+) in the space. If it does not meet a characteristic, place a minus (-) in the space.

| Form of Money | Durable | Portable | Divisible | Stable in Value | Scarce | Acceptable |
|----------------------|----------------|-----------------|------------------|------------------------|---------------|-------------------|
| wampum | | | | | | |
| tobacco | | | | | | |
| paper money | | | | | | |
| coins | | | | | | |
| goat | | | | | | |
| fish | | | | | | |
| nails | | | | | | |
| cows | | | | | | |
| | | | | | | |

Taken from: "What Is Money?" by Bonnie T. Mezsaros <http://www.phil.frb.org/education/teachers/lesson-plans/MoneyGrades3-5.pdf>

What Makes Money Acceptable?

1. Circle one of the following items.



Gum



Gold



Water

2. Explain whether the item you circled has each of the qualities that make money a good medium of exchange.

Durable:

Portable:

Divisible:

Stable in Value:

Scarce:

Acceptable:

Transfer Task

Sketch



What are the characteristics that make this an appropriate medium of exchange?

How will the item be used as commodity money at the school store?

Jack and the Beanstalk

The text for this fairy tale is taken from the 1919 *Young Folks Treasury*

Electronic Enhancement of this fairy tale © 1997, Antelope Publishing

<http://www.ongoing-tales.com/SERIALS/oldtime/FAIRYTALES/beanstalk.html>

Once upon a time there lived a poor widow who had an only son named Jack. She was very poor, for times had been hard, and Jack was too young to work. Almost all the furniture of the little cottage had been sold to buy bread, until at last there was nothing left worth selling. Only the good cow, Milky White, remained, and she gave milk every morning, which they took to market and sold. But one sad day Milky White gave no milk, and then things looked bad indeed.

"Never mind, mother," said Jack. "We must sell Milky White. Trust me to make a good bargain," and away he went to the market. For some time he went along very sadly, but after a little he quite recovered his spirits. "I may as well ride as walk," said he; so instead of leading the cow by the halter, he jumped on her back, and so he went whistling along until he met a butcher. "Good morning," said the butcher. "Good morning, sir," answered Jack. "Where are you going?" said the butcher. "I am going to market to sell the cow."

"It's lucky I met you," said the butcher. "You may save yourself the trouble of going so far." With this, he put his hand in his pocket, and pulled out five curious-looking beans. "What do you call these?" he said. "Beans," said Jack. "Yes," said he, "beans, but they're the most wonderful beans that ever were known. If you plant them overnight, by the next morning they'll grow up and reach the sky. But to save you the trouble of going all the way to market, I don't mind exchanging them for that cow of yours." "Done!" cried Jack, who was so delighted with the bargain that he ran all the way home to tell his mother how lucky he had been. But oh! how disappointed the poor widow was. "Off to bed with you!" she cried; and she was so angry that she threw the beans out of the window into the garden. So poor Jack went to bed without any supper and cried himself to sleep.

When he woke up the next morning, the room was almost dark; and Jack jumped out of bed and ran to the window to see what was the matter. The sun was shining brightly outside, but from the ground right up beside his window there was growing a great beanstalk, which stretched up and up as far as he could see, into the sky. "I'll just see where it leads to," thought Jack, and with that he stepped out of the window on to the beanstalk, and began to climb upwards. He climbed up and up, till after a time his mother's cottage looked a mere speck below, but at last the stalk ended, and he found himself in a new and beautiful country. A little way off there was a great castle, with a broad road leading straight up to the front gate. But what most surprised Jack was to find a beautiful maiden suddenly standing beside him.

"Good morning, ma'am," said he, very politely. "Good morning, Jack," said she; and Jack was more surprised than ever; for he could not imagine how she had learned his name. But he soon found that she knew a great deal more about him than his name; for she told him how, when he was quite a little baby, his father, a gallant knight, had been slain by the giant who lived in yonder castle, and how his mother, in order to save Jack, had been obliged to promise never to tell the secret.

"All that the giant has is yours," she said, and then disappeared quite as suddenly as she came. "She must be a fairy," thought Jack. As he drew near to the castle, he saw the giant's wife standing at the door. "If you please, ma'am," said he, "would you kindly give me some breakfast? I have had nothing to eat since yesterday."

Now, the giant's wife, although very big and very ugly, had a kind heart, so she said: "Very well, little man, come in; but you must be quick about it, for if my husband, the giant, finds you here, he will eat you up, bones and all." So in Jack went, and the giant's wife gave him a good breakfast, but before he had half finished it there came a terrible knock at the front door, which seemed to shake even the thick walls of the castle. "Dearie me, that is my husband!" said the giantess, in a terrible fright; "we must hide you somehow," and she lifted Jack up and popped him into the empty kettle. No sooner had the giant's wife opened the door than her husband roared out:

"Fee, fi, fo, fun,
I smell the blood of an Englishman:
Be he alive, or be he dead,
I'll grind his bones to make my bread!"

"It's a boy, I'm sure it is" he continued. "Where is he? I'll have him for my breakfast." "Nonsense!" said his wife; "you must be mistaken. It's the ox's hide you smell." So he sat down, and ate up the greater part of the ox. When he had finished he said: "Wife, bring me my money-bags." So his wife brought him two full bags of gold, and the giant began to count his money. But he was so sleepy that his head soon began to nod, and then he began to snore, like the rumbling of thunder. Then Jack crept out, snatched up the two bags, and though the giant's dog barked loudly, he made his way down the beanstalk back to the cottage before the giant awoke.

Jack and his mother were now quite rich; but it occurred to him one day that he would like to see how matters were going on at the giant's castle. So while his mother was away at market, he climbed up, and up, and up, and up, until he got to the top of the beanstalk again. The giantess was standing at the door, just as before, but she did not know Jack, who, of course, was more finely dressed than on his first visit. "If you please, ma'am," said he, "will you give me some breakfast?" "Run away," said she, "or my husband the giant will

eat you up, bones and all. The last boy who came here stole two bags of gold - off with you!" But the giantess had a kind heart, and after a time she allowed Jack to come into the kitchen, where she sat before him enough breakfast to last him a week. Scarcely had he begun to eat than there was a great rumbling like an earthquake, and the giantess had only time to bundle Jack into the oven when in came the giant. No sooner was he inside the room than he roared:

"Fee, fi, fo, fum,
I smell the blood of an Englishman:
Be he alive, or be he dead,
I'll grind his bones to make my bread!"

But his wife told him he was mistaken, and after breakfasting off a roasted bullock, just as if it were a lark, he called out: "Wife, bring the little brown hen!" The giantess went out and brought in a little brown hen, which she placed on the table. "Lay!" said the giant; and the hen at once laid a golden egg. "Lay!" said the giant a second time; and she laid another golden egg. "Lay!" said the giant a third time; and she laid a third golden egg.

"That will do for to-day," said he, and stretched himself out to go to sleep. As soon as he began to snore, Jack crept out of the oven, went on tiptoe to the table, and snatching up the little brown hen, made a dash for the door. Then the hen began to cackle, and the giant began to wake up; but before he was quite awake, Jack had escaped from the castle, and, climbing as fast as he could down the beanstalk, got safe home to his mother's cottage.

The little brown hen laid so many golden eggs that Jack and his mother had now more money than they could spend, but Jack was always thinking about the beanstalk; and one day he crept out of the window again, and climbed up, and up, and up, and up, until he reached the top. This time, you may be sure, he was careful not to be seen; so he crept round to the back of the castle, and when the giant's wife went out he slipped into the kitchen and hid himself in the oven. In came the giant, roaring louder than ever:

"Fee, fi, fo, fum.
I smell the blood of an Englishman:
Be he alive, or be he dead,
I'll grind his bones to make my bread!"

But the giantess was quite sure that she had seen no little boys that morning; and after grumbling a great deal, the giant sat down to breakfast. Even then he was not quite satisfied, for every now and again he would say:

"Fee, fi, fo, fum,
I smell the blood of an Englishman;"
and he got up and looked in the kettle. But, of course, Jack was in the oven all the time!

When the giant had finished, he called out: "Wife, bring me the golden harp" so she brought in the golden harp, and placed it on the table. "Sing!" said the giant; and the harp at once began to sing the most beautiful songs that ever were heard. It sang so sweetly that the giant soon fell fast asleep; and then Jack crept quietly out of the oven, and going on tiptoe to the table, seized hold of the golden harp. But the harp at once called out: "Master! master!" and the giant woke up just in time to catch sight of Jack running out of the kitchen-door.

With a fearful roar, he seized his oak-tree club, and dashed after Jack, who had the harp tight, and was running faster than he had ever run before. The giant, brandishing his club, and taking terribly long strides, gained on Jack at every instant, and he would have been caught if the giant hadn't slipped over a boulder. Before he could pick himself up, Jack began to climb down the beanstalk, and when the giant arrived at the edge he was nearly half-way to the cottage. The giant began to climb down too; but as soon as Jack saw him coming, he called out: "Mother, bring me an axe!" and the widow hurried out with a chopper. Jack had no sooner reached the ground than he cut the beanstalk right in two. Down came the giant with a terrible crash, and that, you may be sure, was the end of him. What became of the giantess and the castle nobody knows. But Jack and his mother grew very rich, and lived happy every after.

<http://www.ongoing-tales.com/SERIALS/oldtime/FAIRYTALES/beanstalk.html>

What Is Money?

3 Functions of Money

1. **Medium of Exchange**- Money acts as a go-between to make it easier to buy things. Sellers agree to accept it in exchange for a good or service.
2. **Unit of Account**- Money serves as a way to measure and compare the values of goods and services in relation to one another. When comparing prices, individuals can determine if one good is a better buy than another.
3. **Store of Value**- Money allows people to hold onto their money and have it maintain its value.

Characteristics of Money

1. **Durable**- Money must be able to withstand the wear and tear of people using it.
2. **Portable**- Money must be easy to carry.
3. **Divisible**- Money must be easily divided into small parts so people can purchase goods and services of any price.
4. **Stable in Value**- Money keeps its purchasing power over long periods of time.
5. **Scarce**- There is not as much available as people would want.
6. **Acceptable**- Whatever is used as money must be accepted as a medium of exchange.

Goods



Objects that can
satisfy people's wants

Services



Actions that can
satisfy people's wants

Producer



Someone who combines resources
to create goods and services

Barter



Direct trading of goods and services between people without the use of money

Specialists



People who specialize or produce only one particular good or service such as a teacher or custodian

Medium of Exchange

Must be durable, portable, divisible, stable in value, Scarce, and acceptable

Money



Anything widely accepted
as final payment for
goods and services

Commodity Money



A medium of exchange which has
values as a commodity or good
aside from its value as money

Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Our Community: Profiles and Connections

**Designed by: Maggie Legates, Delaware Geography Alliance and
Wilmington Area Planning Council, WILMAPCO**

Content Area: Social Studies

Grade Level: 4

Summary of Unit

Each local community is unique—the product of the physical environment found in the local area and also an expression of the activities of the residents, their values, levels of technology, and traditions.

In this unit, students will construct a community profile of their hometown or local community. Through directed research and data gathering, students will describe the area around them in terms that can be clearly understood and compared.

Examples of community characteristics and data include population, language, density, and land use. One of the key characteristics that shape the local community is transportation.

- How do people here travel within the community?
- How and why do they normally travel to other distant places, and how do people transport goods into and out of the community?
- What are the consequences of the transportation choices people make?

The answers to these questions depend on the needs and activities of the people who live in the community. After the students have constructed a profile of the community and examined how transportation affects the local landscape, they will have a basis for comparison with other communities in Delaware, in the United States, and in the world.

Stage 1 – Desired Results

(What students will know, do, and understand)

Delaware Content Standards

- **Geography Standard Four 4-5a:** Students will be able to apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.

Big Ideas

- Diversity of places
- Connections

Unit Enduring Understandings

Students will understand that...

- Communities are different and that the differences can be described in quantitative and qualitative ways.
- Individuals and groups living in places make decisions that alter the landscape and the lives of people who live there. Transportation choices are a good example of this.

Unit Essential Questions

- How and why are places similar or different?
- How do people here travel within the community?
- How and why do they normally travel to other distant places, and how do people transport goods into and out of the community?
- What are the consequences of the transportation choices people make?

Knowledge and Skills

Students will know...

- Characteristics of a community that can make it unique, such as the number, ages, health, education, and ethnicity of the inhabitants; the topography and natural resources of the area; levels of technology and innovation being employed for transport, communication, production, and distribution of resources in the community, etc.
- Key vocabulary: site, community, city, data, profile, survey, transportation mode, transportation system
- Census-related vocabulary: town, village, CDP, population, density

Students will be able to...

- Identify sources of useful data, gather information, organize it in useful form, and analyze their findings to answer geographic questions.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context. The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons have been completed.

Delaware Is Out of Gas!

The newspapers and radio stations are all announcing the news: Delaware Is Out of Gas! Because a big coastal storm has closed refineries on the East Coast and on the Gulf of Mexico, gas stations all over the state are running out and no more supplies are expected for at least seven days. Write a story telling what the effects would be on your community if cars and trucks could not be used to get around. In your story, answer these questions:

- How would people and businesses be affected?
- What are some ways people could solve this problem?
- What are some things a town might already have that would help solve this problem?

Rubric

2 – The student includes relevant and accurate details and information to demonstrate understanding of the effects for individuals and businesses of a loss of auto transport. The student suggests at least one way people might adjust to an alternate mode of transportation. The student identifies at least one form of infrastructure that might help a community adjust to an alternate form.

1 – The student includes relevant and accurate details and information to demonstrate understanding of the effects for individuals and businesses of a loss of auto transport. The student suggests at least one way people might adjust to an alternate mode of transportation OR the student identifies at least one form of infrastructure that might help a community adjust to an alternate form.

0 – The student includes inaccurate or irrelevant details that do not provide evidence of understanding of the needs and activities of the community or the value of connections to other regions.

Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

-Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded. The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback. An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson One

Essential Question

- How and why are places alike and similar?

Instructional Strategies

Strategy One: Gathering Information Visualizing a Town and Getting Around

Provide each student with a sheet of drawing paper and crayons or colored pencils. Tell the students, “I want you to draw my town. It has houses, stores, and a church. The town has streets and sidewalks. There are cars parked on the street and people walking.” Allow about five minutes for the students to draw the town.

The teacher should provide no additional information while the students are working but may repeat the description or write it on the board. When the students are finished, ask to see the drawings. After admiring the work, the teacher should say, “These are all nice drawings, but they don’t look like my town. I don’t have a picture of it, but maybe I can describe it for you. My town has narrow streets and brick row houses. The houses are close to the street and there are only a few alleyways between them. In my town there are a lot of very old trees—they are taller than the houses. Cars can park on only one side of the street. People like to walk to stores and to the church down the street.”

Give the student five minutes to sketch the town. Again, ask to see the pictures. The sketches are likely to be more uniform, although they will still have individual differences. Tell the students that their sketches look more like your town.

Then, ask which sketch was easier for them to draw and why? They should conclude that it is easier to provide a good picture of a town when there is accurate information to guide the artist.

Strategy Two: Gathering Information Guided Research

Place students in groups of 2-3. Hand out the graphic organizer [Our Community Site](#) (see [Handout 1.2](#)). Have students work in small groups to brainstorm a list of physical characteristics and a second list of human aspects of communities.

Group reports should be compared and combined. A class list will include, at a minimum, total population and population groups; cultural characteristics like language, religion, and customs; architecture; level of technology. After the class list is generated, ask students to suggest sources of accurate, current, and complete data for each attribute. The teacher or library media specialist should take time to show students the web and print resources available for research about local communities, including the US Census Bureau website and brochures and websites of local Chambers of Commerce. Click here for a simplified [chart of population and population density](#) for Delaware communities.

Strategy Three: Extending and Refining Photo Analysis-Gallery Walk or Short Field Walk

Teacher Notes: While some people think of a community as a group of people who have something in common, geographers think of a community as an area where people live, shop, work, and play. When the word is used this way, it can apply to a town or village, but it also might apply to a subdivision or to a neighborhood within a larger city. The teacher will need to make a decision about the area to be profiled based on the local conditions. It may be efficient and effective to study the area around the school if it is in a residential neighborhood, but if this is not the case, one community within the attendance area of the school might be studied. The teacher should display a basic map of the area and discuss with the students approximate boundaries or borders of the community. Then the class can turn its attention to the characteristics that make the community special or unique.

Observation techniques are tools geographers use to understand places. Ideally the teacher will take the students on a short field walk in the community to allow guided observations, but if that is not practical, students can learn a great deal about a local community by looking closely at a few carefully chosen photographs. The pictures should be current and include commercial, residential, and industrial areas if these exist in the community. The evidence gathered will be largely qualitative. For example, students might note that streets are narrow, traffic is heavy and includes lots of trucks, or houses look old.

Post five photos of the hometown or target community around the room or down the hallway. Have the students visit each photo station and decide what that photo tells about the community (see [Handout 1.3](#)). After the observation walk, debrief with the class, discussing their observations and questions they might have.

Display a recent aerial photo of the community (visit Delaware DataMIL at <http://datamil.delaware.gov>.) With small post-it notes, label the locations where each of the five photos of the Gallery Walk were taken or label the route of the class field walk.

Ask the students to suggest other scenes that should be included to give a person a good idea of what the community is like and how it is distinctive. Possible suggestions from students would include local landmarks, physical features like a lake or river, schools, or recreational facilities.

Check for Understanding

- ❖ What physical and human features make your community like or unlike others?

Strategy Four: Extending and Refining Think/Pair/Share - Our Community "By the Numbers"

See [Handout 2.1](#), Our Community Profile. Photos and observation can tell us a little about a community, but an accurate picture or profile of a community should include some **data**. Data can be descriptive or qualitative, as in the first exercise, but often it is useful to gather information that uses numbers, or quantitative data. The numbers can be organized in charts, graphs, or maps to look for patterns.

To help students understand this, use the analogy of a person. A photo is useful, but to understand the person, more information is needed. Ask the group what types of data someone might look for if they want to have a better picture of a person. (Some possible answers include height, weight, IQ, income, batting average).

Next ask the students what people might be able to count or measure to get an accurate picture of the community. (Use the think-pair-share technique.) Allow 30 seconds for thinking, 1 minute for pairing, and 1 minute for sharing with another group.

Next collect suggestions for data points on the board. Population, number of buildings, number of cars, traffic flows are some possible answers. Ask the students for suggestions on places to get accurate numbers for some of the things they suggested.

Strategy Five: Application

Think/Pair/Share - Our Community "By the Numbers"

The Census and Other Information Sources

Share with the students that the US Census collects useful information about individuals and communities in the United States every ten years. The collected data is available on the website <http://2010.census.gov/2010census/data/>. Since it is organized by census tracts, the data is useful in studying a community.

Share with the students a community profile from the census bureau, preferably for the community surrounding the school or a community nearby (teachers have projection, computer lab, or print options). Review with the students a few of the ways a community might be compared using numbers. The students should be able to explain the meaning of the following basic terms used in the census profile: population, ethnicity, gender, the income, and literacy rate. Additional terms may be added at the teacher's discretion.

A simplified list of population figures is provided in [Handout 1.2R](#) to help students begin making comparisons of total population and population density among Delaware communities. Students need not do math calculations of density of population, but they can understand that high-density areas are more "crowded" and likely to have few open spaces and buildings with more stories and/or housing units. The full census profile for the community will tell how many people are male or female, ethnic groups of the residents, and how many residents live in group housing as opposed to single family homes.

Have students work in pairs to verify and support observations about the school's community. For example, if a student says that most residents are white, look for the percentage of white or Caucasian residents listed in the figures. If a student says the local community is smaller than others in the region, check the population table to see if the observation is borne out by the facts. Besides the census report, other sources of information include the local Chamber of Commerce website, city website, local histories, and the phone book or business directories.

Check for Understanding

The list below contains sources of information that might be used in developing a community profile for a town in Delaware.

- ❖ 1918 map of the town
- ❖ Last week's local newspaper
- ❖ Census 2000 Fact Sheet
- ❖ Chamber of Commerce website
- ❖ Phone book
- ❖ DE state highway map

- ❖ Pictures taken around town this summer
- ❖ a play written about early days in the town
- ❖ 2008 aerial photo of the community
- ❖ an interview with a new resident

Circle three sources that you think will be helpful in developing a community profile. On the space below, tell what type of important data you expect to get from the source:

| Source | Data From the Source |
|--------|----------------------|
| | |
| | |
| | |

Teachers, [click here](#) for a handout of this Check for Understanding.

Lesson Two – Preparing a Community Profile

Essential Question

- How and why are places similar or different?

Instructional Strategies

Strategy One: Gathering Information

Think-Pair-Share

Begin by displaying a baseball or football player’s trading card. If not enough cards for each pair of students is available, the following links can be displayed for the class.

[The face of the card shows a posed photo of the player](#), which gives some information. However, the [reverse side of the card provides a short, concise summary of the player’s accomplishments and playing history - a profile of the player](#).

Use a Think-Pair-Share strategy. Ask the students to think about:

- What can be learned from examining each side?
- What can’t be learned?

(For example, the statistics on the back are all related to sport. The person’s school grades, driving record, vacation trips, military service, favorite music, food preferences, etc., are not included in the profile. So a profile does not tell the whole story, but it is still a useful tool for comparisons of players.)

Inform students that this lesson will involve developing profiles for the local community and comparing it to other communities.

Strategy Two: Extending and Refining Develop a Community Profile

Provide students with a local map of the area they will study and a copy of [Handout 2.1](#), Community Profile Student Reading. Use this to reinforce and extend the concept of a profile. Take time to identify words students may be unfamiliar with and post these terms on the board or word wall.

For each question on the list on page 3 of [Handout 2.1](#), Community Profile Student Reading, ask students to suggest possible sources for the information. (Some may be by personal observation or surveying residents.)

The teacher may elect to complete the profile as a whole-class project or to have students work in cooperative groups as time and research resources permit.

Strategy 3: Application

Have students create a bulletin board or display board on the local community including photos, facts, and sources of information. This will reinforce the research and provide a constant reference to the concept of building a profile.

Tell students that a publisher is putting together a book to help people who are new to Delaware. Each community will get one page in this book. He has asked for one picture to represent the community. Under the picture he wants to list the “Top Five Facts About Our Community.” Based on our class project, prepare a draft page to submit to the publisher.



A Picture that Represents Our Community

Most Important Facts About Our Community

- 1.
- 2.
- 3.
- 4.
- 5.

Check for Understanding

❖ Why did you decide that the image and those facts were the most important?

Lesson Three – Personal Choices Affect Our Community

Essential Questions

- How do people here travel within the community?
- How and why do they normally travel to other distant places, and how do people transport goods into and out of the community?
- What are the consequences of the transportation choices people make?

Materials

One copy per student of transportation journals, survey, and readings.

Instructional Strategies

Strategy 1: Gathering Information

Reading with Purpose

Ask students how they got to school that day. Write the names of the transportation types they suggest on the board or overhead.

Ask students how people in their community get where they need to go. Answers should be similar (car, bus, bike, walking), but there may be some additions.

Have students create a bar chart displaying the breakdown of different modes. Ask students which is best? Ask students to justify their responses to a partner.

Divide students into four groups, or if preferred, simply assign each student one of the four different modes of transport.

1. Cars, vans, and trucks
2. Bicycles
3. Public transit
4. Pedestrian

Ask each group or student to record advantages and disadvantages of the assigned transportation mode based on their own prior knowledge and experience using the T Is for Transportation Worksheet, [Handout 3.1](#).

When the charts are completed, distribute the appropriate readings for their group. Ask students to read carefully to see if the author included all the points they noted on the chart.

1. Cars, Vans, and Trucks – [Handout 3.1B](#)
2. Bicycles – [Handout 3.1C](#)
3. Public Transit – [Handout 3.1D](#)
4. Pedestrian – [Handout 3.1E](#)

Check for Understanding

- ❖ Why is it important to have a variety of modes of transportation in a community? Explain your answer with an example.

Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
- 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Strategy 2: Gathering Information Conducting a Survey

Ask the students which form of transportation they think most people use in the community.

Tell the class that they will be gathering data by completing a transportation journal and a survey (see [Handout 3.2](#)).

Review the directions and answer student questions. When all the members of the class have completed the journal and the survey, the results will be combined and used for a class project.

Strategy 3: Extending and Refining Organizing and Analyzing Data

One week later collect the transportation journals and the surveys, [Handout 3.2](#).

Have teams of students work together to add up the total number of trips reported by the class and the mode of transportation taken.

When the total number of trips taken and the total number of trips for each mode of transport are posted, ask the students to write a sentence that describes the results. (For example, "Our class took a total of 500 trips this week, and 250 were by car, 100 were on buses, 55 were on foot, and 45 were on bicycles.")

Ask the students if most trips were inside the community or to other towns and cities. If practical, a pie chart of the results should be constructed.

Next ask the students what questions they have about the data they collected. These might be questions about the accuracy and/or completeness of the data, but also might be questions about the choices available for transportation in the local community.

Write the summary statements and the questions on chart paper and post on the board for future reference. Set aside the student transportation surveys for future use.

Strategy 4: Application Patterns in Transportation

Travel to School

Tell the students that a class in another school conducted a survey of transportation choices, but they only recorded the ways classmates usually traveled to school. Display or distribute copies of "How Mrs. Mapp's Class Gets to School," [Handout 3.4](#).

Ask students what patterns they can see in the diagrams. (Students may notice that all the arrows are from one side of the school, or that there are different numbers of arrows for the modes of transport. They should notice the relative length of the trip increases.)

Ask the students to think about the information they gained from their own journals and compiling their results.

- How is Mrs. Mapp's class similar to or different from their class?
- What reasons might there be for differences (conditions around the school, attendance areas, after school care arrangements, etc.)?

Lesson 4

Essential Question

- What are the consequences of the transportation choices people make?

Instructional Strategies

Strategy 1: Gathering Information

Reading Graphics – Communities Can Solve Problems

Have students view the photo below ([Handout 3.5A](#)). Ask students to work in pairs to record the transportation problems present in the photo.



What transportation problems do you see?

Possible responses:

1. Congested streets, due to too many cars
2. No sidewalks or crosswalks provided
3. Street conditions are dangerous for bicyclists
4. Shopping area is located far from the houses
5. Cars idling in traffic are causing pollution
6. Poorly maintained roads
7. Only a few trees and other attractive features

Have students view the photo below ([Handout 3.5B](#)). Ask students to work in pairs to record the transportation solutions present in the photo.



What transportation solutions do you see?

Possible answers:

1. Sidewalks and bike paths allow people to get around without their cars
2. Public transportation
3. More attractive environment
4. Safer driveways

Check for Understanding

- ❖ What transportation problems might be present in the local community? What solutions can you suggest?

Rubric

2 – This response gives a valid problem with an accurate and relevant solution.

1 – This response gives a valid problem with an inaccurate, irrelevant, or no solution.

Strategy 2: Extending and Refining

Using Maps to Plan: Improving Transportation Connections

The goal is to make the students aware that transportation improvements can be planned to improve the community. Students become “planners” for a day to help propose where to add new buildings and transportation infrastructure.

A key tool of transportation planners is a map of the area to be studied. In this activity, students will make a map to show where they would place bus stops, sidewalks, and bikeways as well as adding new development such as a school, library, and a restaurant. Each group will have a base map ([Handout 3.6](#)) on which they can mark where the ideal bike racks, bus stops, and bikeways should be placed.

Give groups 15 to 20 minutes to “plan” where to place the new building and infrastructure. Encourage the students to think of convenience for residents; safety for bikers, pedestrians, and drivers; and the needs of local businesses. Rules to follow:

- Add 4 proposed bus stop and bike rack locations
- Add 3 new buildings to town (school, library, and a restaurant)
- Add locations of proposed crosswalks
- Add locations of proposed sidewalks
- Create color-coded map legend/key

Students then present their plan maps to teacher and rest of students.

Strategy 3: Extending and Refining

Connecting Communities

In this strategy, students connect geography to their own experiences.

Ask students to think of reasons why young people travel to other communities. The students may think of travel with their families (shopping trips, visit to a doctor, sports events) or with a team or group.

- What communities do they visit most often? Why?

The availability of certain stores, recreational facilities, or services is likely to come up in the discussion. Convenience, keeping travel time and mileage to a minimum, may also be

mentioned. Geographers usually predict that people will visit the stores or facilities closest to them.

Travel Connections to Other Communities

Travels to Play – Display or distribute to the students an interscholastic sports schedule for a local high school. Distribute a state or regional map and help the students locate the locations for the away games. Do the schools form any pattern? How will the teams travel to the towns and why?

Travels to Work – There are many reasons why adults travel to other communities (schooling, shopping, arts and recreation, vacations), but the most common one is to go to work. People make decisions everyday about how far they will travel to a job and how they will get there.

Display the maps Public Transit in Delaware and Major Roads in Delaware ([Handout 3.7](#)).

Ask the students to identify the communities where people have the most travel connections. Point out that these connections allow individuals to make choices about their travel to work.

Ask the students to suggest the choices a commuter might make as he travels from his home in Claymont to his job in Newark.

Next, ask the students to suggest choices a commuter might make who travels daily from home in Smyrna to work in Wilmington.

Review from [Lesson 3, Strategy 1](#) the advantages and disadvantages of mass transit and auto travel.

- What communities in Delaware have no mass transit options?
- How must these people get to work?

Check for Understanding – [Handout 3.7](#)

- ❖ Look at the maps Public Transit in Delaware and the Major Roads in Delaware. Put a check on the line below to rate the Delaware towns listed.

| | Least Connections | Most Connections |
|---------------|--------------------------|-------------------------|
| Bethany Beach | ===== | ===== |
| Elsmere | ===== | ===== |
| Dover | ===== | ===== |
| Millsboro | ===== | ===== |
| Newark | ===== | ===== |

- ❖ Based on the maps, which community has the most travel connections in Delaware? Explain your answer.

Rubric

2 – This response gives a valid choice of community and an accurate and relevant explanation.

1 – This response gives a valid choice of community with an inaccurate, irrelevant, or no explanation.

Strategy 4: Application Mapped Patterns

Visit a local grocery and gather a representative market basket including at least some produce items which are often easily identified with country of origin.

As the items are removed from the bag, have the students record the item and its country of origin. Ask the students how they think these items arrived in the local grocery store.

Explain that the Port of Wilmington is the entry port for most fresh fruit items on the East Coast. Some useful information can be found on the Port of Wilmington website:

The Port of Wilmington, Delaware is a full-service deepwater port and marine terminal handling about 400 vessels annually with an annual import/export cargo tonnage of over 4 million tons. Today, Delaware's port is the busiest terminal on the Delaware River.

Located at the confluence of the Delaware and Christina Rivers, 65 miles from the Atlantic Ocean, the Port is owned and operated by the **Diamond State Port Corporation (DSPC)**, a corporate entity of the State of Delaware.

Since it was founded in 1923, the Port of Wilmington has been a major Mid-Atlantic import/export gateway for a wide variety of maritime [cargoes](#) and trade.¹

Connections to places in other climate zones allow us to have fresh fruit all year around.

Wilmington is located at the **heart of the U.S. East Coast** providing shippers with overnight access to major markets. Our gate is located 1/4 of a mile off the interstate highway linked to I-495, I-95, and I-295. On the Delaware River, we are located closest to the Atlantic Ocean providing ocean carriers who call Wilmington with savings in their operating costs.



Students can view the Port of Wilmington Schedule of Ship Arrivals at: http://portofwilmington.com/mainframesets/main_shippingschedule.htm in order to identify the different locations and connections the port has to the rest of the world.

Use maps to help students trace a route the produce might travel to their local store.

For example, in the schedule below, the "Origin from or Destination" shows 5 different countries of origin: Chile, Costa Rica, Argentina, Sweden, and Ukraine. Bananas labeled Product of Chile travel by ship from the west coast of South America, through the Panama Canal, up the Atlantic Coast to Wilmington. There they are loaded onto a truck. The truck takes I-495 to I-95, and then it turns off on local roads until it comes to the market.

¹ www.portofwilmington.com

| Ship # | Leng. | Vessel | | E T A | Commodity | Comm. Code | Imp/ Exp | Origin from or Destination | Agent | Stevedore | Account of | Cust # |
|--------|-------|---------------------|---------|-------|-----------------|------------|----------|----------------------------|---------------|-----------|----------------|--------|
| | | Name | Voy. | | | | | | | | | |
| 11287 | 453 | BBC MONTANA | | Dock | Project Cargo | 9402 | Imp | | TERMINAL SHIP | DRS | BBC/TERMINAL | |
| 11290 | 653 | LIBERTY PRIDE | | Dock | Automobiles | 2289 | Exp | | T PARKER HOST | MURPHY | LIBERTY | |
| 11289 | 463 | ATLANTIC KLIPPER | USEC-21 | Dock | Chilean Fruit | 5101 | Imp | Chile | TERMINAL SHIP | MURPHY | PAC.SEAWAY | 6300 |
| 11291 | 748 | ALLIANCE CHARLESTON | | Dock | Automobiles | 2299 | Exp | | NORTON LILY | DRS | HOEGH AUTO | 6900 |
| 11308 | 541 | ATLANTIC PROMISE | | 3/24 | Petrolcoke | 7555 | Exp | | CAPE | DRS | PORT CONTRACT | 6700 |
| 11292 | 445 | VASSABORG | | 3/24 | Olivine Sand | 7599 | Imp | | CAPE | DRS | | |
| 11309 | 623 | SEA IRIS | | 3/26 | ChemSalt | 7562 | Imp | | T PARKER HOST | DRS | PORT CONTRACT | 6937 |
| 11293 | 672 | DOLE CHILE | V107 | 3/27 | Containers | 1221 | Imp | Costa Rica | NORTON LILY | MURPHY | DOLE/N. LILY | 6400 |
| 11310 | 681 | HELENE | WN1112 | 3/28 | Containers | 1121 | Imp | | BIEHL & CO | MURPHY | CHIQUITA/BIEHL | 6943 |
| 11311 | 620 | RESOLVE | | 3/29 | Automobiles | 2289 | Exp | | WILHELMSEN | DRS | ARC | |
| 11312 | 578 | FU AN HAI | | 3/29 | Salt | 7562 | Imp | | T PARKER HOST | DRS | PORT CONTRACT | 6700 |
| 11296 | 514 | HANSA VISBY | USEC-22 | 3/30 | Chilean Fruit | 5101 | Imp | Chile | TERMINAL SHIP | MURPHY | PAC.SEAWAY | 6300 |
| 11297 | 356 | LADY CHRISTINA | | 3/30 | Magnesite | 7150 | Imp | | T PARKER HOST | DRS | PORT CONTRACT | 6937 |
| 11307 | 461 | LAURA | | 3/31 | Argentine Fruit | 5013 | Imp | Argentina | TERMINAL SHIP | MURPHY | ARG FRUIT GRP | |
| 11295 | 452 | ERIEBORG | | 3/31 | Plate / Coils | 3326/3302 | Imp | Sweden | WILHELMSEN | DRS | SSAB | 6802 |
| 11298 | 512 | HANSA LUBECK | USEC-23 | 4/2 | Chilean Fruit | 5101 | Imp | Chile | TERMINAL SHIP | MURPHY | PAC.SEAWAY | 6300 |
| 11313 | 672 | DOLE COLOMBIA | V107 | 4/3 | Containers | 1221 | Imp | Costa Rica | NORTON LILY | MURPHY | DOLE/N. LILY | 6400 |
| 11299 | 653 | GRANDE CHAMPION | | 4/4 | Automobiles | 2299 | Exp | | NORTON LILY | DRS | HOEGH AUTO | 6900 |
| 11314 | 627 | OM IRIDIUM | WN1113 | 4/4 | Containers | 1121 | Imp | | BIEHL & CO | MURPHY | CHIQUITA/BIEHL | 6943 |
| 11294 | 492 | IZUMO BAY | | 4/5 | Argentine Juice | 5031/5033 | Imp | Argentina | TERMINAL SHIP | MURPHY | AJTERMINAL | |
| 11302 | 469 | EASTERN BAY | USEC-24 | 4/6 | Chilean Fruit | 5101 | Imp | Chile | TERMINAL SHIP | MURPHY | PAC.SEAWAY | 6300 |
| 11303 | 509 | COMOROS STREAM | USEC-25 | 4/8 | Chilean Fruit | 5101 | Imp | Chile | TERMINAL SHIP | MURPHY | PAC.SEAWAY | 6300 |
| 11300 | 656 | HOEGH DEHLI | | 4/9 | Automobiles | 2299 | Exp | | NORTON LILY | DRS | HOEGH AUTO | 6900 |
| 11315 | 672 | DOLE CHILE | V108 | 4/10 | Containers | 1221 | Imp | Costa Rica | NORTON LILY | MURPHY | DOLE/N. LILY | 6400 |
| 11316 | 681 | HELENE | WN1114 | 4/11 | Containers | 1121 | Imp | | BIEHL & CO | MURPHY | CHIQUITA/BIEHL | 6943 |
| 11317 | 469 | HOPE BAY | USEC-26 | 4/11 | Chilean Fruit | 5101 | Imp | Chile | TERMINAL SHIP | MURPHY | PAC.SEAWAY | 6300 |
| 11301 | 348 | OCEAN FORCE | | 4/12 | Project Cargo | | Imp | Ukraine | INCHCAPE | DRS | OS/ISS | |
| 11318 | 672 | DOLE COLOMBIA | V108 | 4/17 | Containers | 1221 | Imp | Costa Rica | NORTON LILY | MURPHY | DOLE/N. LILY | 6400 |
| 11319 | 627 | OM IRIDIUM | WN1115 | 4/18 | Containers | 1121 | Imp | | BIEHL & CO | MURPHY | CHIQUITA/BIEHL | 6943 |

Check for Understanding

The government of Panama is planning to make the Panama Canal wider so larger ships can pass through.

- ❖ How would the activities at the Port of Wilmington change if the Panama Canal had to close for several months because of the construction? Support your answer with an example.

Rubric

- 2 - This response gives a valid change with an accurate and relevant example.
- 1 - This response gives a valid change with an inaccurate, irrelevant, or no example.

Handout 1.2

Community Profiles – Our Community Site

Site is a word geographers use to refer to all the physical and human characteristics of a town. Use the T-chart below to list the characteristics you can think of to describe the site of your community. Remember to use good descriptive words and details.

| Physical Features | Human Features |
|---|--|
| <i>Example: The Broadkill River flows through the center of town.</i> | <i>Example: Two bridges cross the river.</i> |

Handout 1.2R

Community Profiles

Delaware Census 2000 Fact Sheet adapted from US Census Bureau American

FactFinder: <http://factfinder.census.gov>

| Delaware Place Name | Population | Population Density |
|----------------------------|-------------------|---------------------------|
| Arden village | 474 | 1708.5 |
| Ardencroft village | 267 | 2411.4 |
| Bear CDP | 17,593 | 3063.4 |
| Bellafonte town | 1249 | 7102.7 |
| Bethany Beach town | 903 | 782.4 |
| Bethel town | 184 | 413.2 |
| Blades town | 956 | 2201.4 |
| Bowers town | 305 | 1063.4 |
| Bridgeville town | 1436 | 1768.6 |
| Brookside CDP | 14,806 | 3787.7 |
| Camden town | 2100 | 1130.9 |
| Cheswold town | 313 | 729.8 |
| Claymont CDP | 9220 | 4371.4 |
| Clayton town | 1273 | 1242.3 |
| Dagsboro town | 519 | 409.5 |
| Delaware City city | 1453 | 1156.3 |
| Delmar town (DE part only) | 1407 | 1498.9 |
| Dewey Beach town | 301 | 876.6 |
| Dover city | 32,135 | 1435 |
| Dover AFB housing CDP | 3394 | 5061.6 |
| Edgemoor CDP | 5992 | 3288.3 |
| Ellendale town | 327 | 1289.5 |
| Elsmere town | 5800 | 5891 |
| Farmington town | 75 | 1075.6 |
| Felton town | 784 | 1268.1 |
| Fenwick Island town | 342 | 994.5 |
| Frankford town | 714 | 1012.7 |
| Frederica town | 648 | 769.1 |
| Georgetown town | 4643 | 1123.9 |
| Glasgow CDP | 12,840 | 1297.6 |
| Greenville CDP | 2332 | 852.4 |
| Greenwood town | 837 | 1267.2 |
| Harrington city | 3174 | 1587.1 |
| Hartly town | 78 | 1345.9 |

Definitions used by US Census:

Incorporated place - A type of government incorporated under state law as a city, town, borough, or village and having legally prescribed limits, powers, and functions.

CDP – Census designated place, a location with a densely settled concentration of population that is not within an incorporated place

Population density – the average number of people per square mile

| Delaware Place Name | Population | Population Density |
|----------------------------|-------------------|---------------------------|
| Henlopen Acres CDP | 139 | 544.6 |
| Highland Acres CDP | 3379 | 2186.7 |
| Hockessin CDP | 12,902 | 1286.9 |
| Houston town | 430 | 1144.4 |
| Kent Acres CDP | 1637 | 1852.3 |
| Kenton town | 237 | 1375.8 |
| Laurel town | 3668 | 2215.9 |
| Leipsic town | 203 | 722 |
| Lewes city | 2932 | 801.5 |
| Little Creek town | 195 | 1780.5 |
| Long Neck CDP | 1629 | 655 |
| Magnolia town | 226 | 1178.7 |
| Middletown town | 6161 | 962.4 |
| Milford city Kent | 2935 | 1070.6 |
| Milford Sussex | 3797 | 1345.9 |
| Millsboro town | 2360 | 1367.9 |
| Millville town | 259 | 534.1 |
| Milton town | 1657 | 1568.7 |
| Newark city | 28,547 | 3198.6 |
| New Castle city | 4862 | 3198.6 |
| Newport town | 1122 | 2554 |
| North Star CDP | 8277 | 1209.5 |
| Ocean View town | 1088 | 495 |
| Odessa town | 286 | 652 |
| Pike Creek CDP | 19,751 | 3220.8 |
| Rehoboth Beach city | 1495 | 1266.5 |
| Rising Sun –Lebanon CDP | 2458 | 724.3 |
| Riverview CDP | 1583 | 440 |
| Rodney Village CDP | 1602 | 2652.6 |
| Seaford city | 6699 | 1925.9 |
| Selbyville town | 1645 | 1176.9 |
| Slaughter Beach town | 198 | 147.9 |
| Smyrna town | 5679 | 1541.9 |
| South Bethany town | 492 | 948.6 |
| Townsend town | 346 | 582.3 |
| Viola town | 156 | 878.4 |
| Wilmington city | 72,664 | 6698.1 |
| Wilmington Manor CDP | 8262 | 5088 |
| Woodside town | 184 | 1130.6 |
| Woodside East CDP | 2174 | 1272.7 |
| Wyoming town | 1141 | 1690 |

Definitions used by US Census:

Incorporated place - A type of government incorporated under state law as a city, town, borough, or village and having legally prescribed limits, powers, and functions.

CDP – Census designated place, a location with a densely settled concentration of population that is not within an incorporated place

Population density – the average number of people per square mile

Handout 1.3

Community Profiles

| Photo Description | What does the photo tell me about the community? |
|--------------------------|---|
| | |
| | |
| | |
| | |
| | |

Handout 2.1

Community Profiles – Student Reading

Our Community Profile – What Is a Community?

Sometimes people think of a community as a group of people who have something in common. When geographers talk about a community, they mean an area where people live, shop, work, and play. When the word is used this way, it might apply to a town or village, but it also might apply to a subdivision or to a neighborhood within a larger city. You and your classmates will work with your teacher to decide about the area you will study.

Your teacher will provide a map of the area. What do you think are the borders of the community? The answer may not be easy to agree on. Look at the map carefully and think about where you live, where you play, and where your family shops for everyday items. How can you tell when you have traveled outside your community? Perhaps the sidewalks end, or there is a busy highway that people do not like to cross. Perhaps there are cultural differences, like signs in a different language or the houses and buildings may look different.

Talk about this with your classmates. When you have decided what the boundaries or borders should be, draw them on the map. Then the class can begin to think about what makes the community special, different from all other communities.

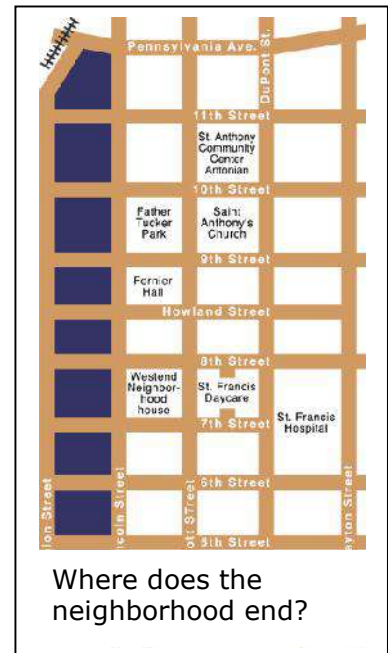
What makes this community special?



Where does this neighborhood end?

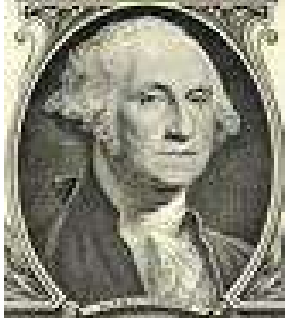


Do special foods, cultural events, and favorite activities make this a community?



What Is a Profile?

A side view or silhouette is sometimes called a *profile*. You can learn more about a person by looking at a picture taken from a different angle. Here are two pictures of a famous person. What can you learn by looking at the side view?



You might learn something about a community by looking at a drawing or a photo of it from a distance. Look at the picture below. What are the tallest objects in the photo? Why are they there? What objects are missing?



We will learn more about our community by constructing a profile. The geographic profile of our community will include more information than we can see from a distance. It will bring together a lot of useful information into a short summary. We can use this profile to compare our community with others, whether they are near-by or far away.

Our profile will answer these questions:

1. **What is the *site* of this community?**

- Describe the land. Is it flat or hilly? Is the soil sandy or rocky?
- Where does it get its drinking water? Are there streams or bodies of water?
- What is the climate type? What are the usual high and low temperatures? How much precipitation is usual in the area?

2. **Population**

- How many people live here?
- What groups of people live here? (Groups by age, occupation, ethnicity, economic status, education) Use census data files for this.

3. **Opinions or perceptions** of people who live here about their community

- What are the best things about the place? What are the worst things? Is there something that is missing?
- How does this community compare to others in the region, the state, the country?

4. **What is the *situation* of this place?**

- What important towns and resources are nearby?
- What are the most important connections to other communities?

5. **Connections**

- How many travel links are there?
- How much traffic is there?
- How and why do people in this community travel to other areas?

Handout 1.4

Community Profiles

The list below contains sources of information that might be used in developing a community profile for a town in Delaware.

- 1918 map of the town
- Last week’s local newspaper
- Census 2000 Fact Sheet
- Chamber of Commerce website
- Phone book
- DE state highway map
- Pictures taken around town this summer
- A play written about early days in the town
- 2008 aerial photo of the community
- An interview with a new resident

Circle three sources that you think will be helpful in developing a community profile.

On the space below, tell what type of important data you expect to get from the source:

| Source | Data from the source |
|---------------|-----------------------------|
| | |
| | |
| | |

Handout 3.1

T Is for Transportation!

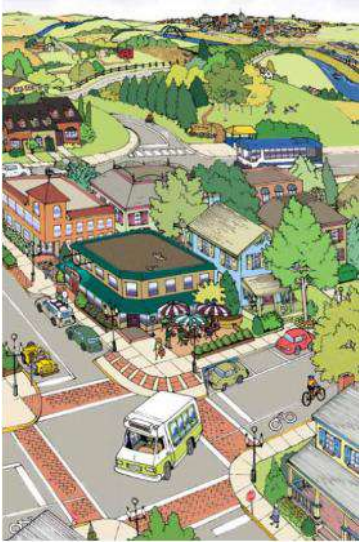
There are many ways of getting around in our community. Each form of transportation has pros and cons. Before you read, think about one form of transportation. Complete the T-chart below by listing advantages and disadvantages of getting around that way.

Form of transportation: _____

| Advantages | Disadvantages |
|-------------------|----------------------|
| | |

Handout 3.1B – Cars, Trucks, Vans

Motor vehicles—cars, vans, and trucks—are the most frequently used type transportation in the U.S. They allow you to travel more far and more quickly than walking or bicycling. Cars help you get groceries home from the store, carry books to school, and lug your equipment to



sporting events. They also will keep you dry in the rain and warm in the cold. But, there are disadvantages. Cars are an expensive type of transportation—car owners must pay for fuel, maintenance, and insurance in addition to the cost of buying the car. The annual operating cost for the average car was \$8,220 in 2009. Road construction and maintenance costs taxpayers millions of dollars each year. The fuel used by cars also pollutes the air. For every gallon of gasoline used, our cars release roughly 20 pounds of greenhouse gases. Cars also pose a risk to our safety. More than 44,000 people are killed in auto crashes each year, though this risk is reduced by always wearing seatbelts, driving at the speed limit, and being a

careful driver. Cars and vans take up a lot of space. Parking lots, parking garages, and home garages cost lots of money. Trucks transport much of the goods you buy in stores. They haul heavy loads and help get important work done. But like cars, trucks pollute the air and increase congestion on the roads.

Notes While Reading

| | |
|--|--|
| Compare the reading above to your T-Chart. How many of the advantages you listed were also in the reading? | |
| How many of the disadvantages you listed were in the reading? | |
| Which advantages or disadvantages were in the reading that you had not thought of? | |
| Which advantages or disadvantages were not in the reading that you had thought of? | |

Handout 3.1C – Bicycles

Bicycles have multiple purposes. They can be used for exercise, fun, and getting from one place to another. The average annual operating cost of a bicycle was \$308 in 2009. They do not pollute, and people of all ages can use them. To help make them safer to use, many areas are creating bike lanes or off-road pathways. A bike lane is a painted stripe on the road, shown in the picture on the left. A pathway is a route separate from traffic that is wide enough for bicycling and walking (8 feet or more), shown on the right. Baskets and backpacks can be used to carry things and people should always wear helmets to reduce the risk of being hurt. Weather can make bicycle travel uncomfortable. Bicycles work well for short trips but can be too slow or tiring for longer trips. Bike racks are not provided everywhere, so parking the bike can be a problem.

Notes while reading



www.pedbikeimages.org
/Dan Burden

| | |
|---|--|
| <p>Compare the reading above to your T-Chart. How many of the advantages you listed were also in the reading?</p> | |
| <p>How many of the disadvantages you listed were in the reading?</p> | |
| <p>Which advantages or disadvantages were in the reading that you had not thought of?</p> | |
| <p>Which advantages or disadvantages were not in the reading that you had thought of?</p> | |

Handout 3.1D – Public Transit (also called mass transit)



Public transit refers to buses, trains, subways, and monorails. It is a way to move a lot of people at one time. Transit systems usually operate on a set schedule, unlike traveling by car, bicycling, or walking. Also, you have to get to and from the bus or train station instead of arriving right at your destination.

Notes While Reading

On the plus side, having a lot of people in one vehicle instead of many different cars causes less pollution and traffic. Each person who switches to public transit from driving can reduce daily carbon emissions by 20 pounds or more than 4,800 pounds in a year. With no traffic lights or congestion to slow them down, trains generally get people to destinations faster than cars. Certain roads have bus lanes allowing them to avoid traffic jams, helping to speed up their trip, too. Also, people of all ages, incomes, and abilities can travel by transit.



To improve the conditions for bus and train riders, it is good to provide shelters, benches, and sidewalks to access them. Some shelters even have schedules and maps to help riders and let them know when their bus is due to arrive. New Castle County has several public transit options—DART buses, SEPTA trains, and

AMTRAK. Other areas may have few public transit options. A special bus system has been developed just for students. The big yellow school buses are a familiar sight in many communities. Tax money pays for these buses, so students do not pay a fare. Like other public transit, school buses run on a set schedule. Some students who live close to school are not eligible to ride.

| | |
|--|--|
| Compare the reading above to your T-Chart. How many of the advantages you listed were also in the reading? | |
| How many of the disadvantages you listed were in the reading? | |
| Which advantages or disadvantages were in the reading that you had not thought of? | |
| Which advantages or disadvantages were not in the reading that you had thought of? | |

Handout 3.1E – Pedestrians

Notes While Reading

Walking is the simplest and easiest way to get to places that are nearby. It does not cost anything, and it causes no pollution. Walking is the most popular form of physical activity in the United States and can be done by kids and adults. Disadvantages are that walking is slower than other methods, and you cannot carry a lot of stuff with you. Plus, pedestrians must be very careful when walking in areas with a lot of traffic. Sidewalks, crosswalks, and pedestrian traffic signals all make walking safer. Delaware has a Safe Routes to School Program to help



improve safety conditions for students walking and biking to their nearby schools. Today only 13% of children walk to school, compared with 66% in 1970.

Building pathways is another way to make walking more enjoyable. Paths go through parks or along streams or are separated from streets and can be used for walking or bicycling.

Several pathways in northern Delaware—the Northern Delaware Greenways, the New Castle Rail Trail, and the Newark Hall Trail, are part of the East Coast Greenway, whose goal is to connect all the states from Maine to Florida.

| | |
|---|--|
| <p>Compare the reading above to your T-Chart. How many of the advantages you listed were also in the reading?</p> | |
| <p>How many of the disadvantages you listed were in the reading?</p> | |
| <p>Which advantages or disadvantages were in the reading that you had not thought of?</p> | |
| <p>Which advantages or disadvantages were not in the reading that you had thought of?</p> | |

Handout 3.2

Keeping a Transportation Journal

To learn more about transportation in our community, we will work together to gather some data. We will do this by keeping a travel journal and by conducting a survey. During the next week, each member of our class or team will keep track of all of the trips we take. Then, each of us will answer questions on a short survey about transportation choices available in our community. Take a moment now to look over the survey questions. Next week we will combine the answers from our travel journals and surveys. The data will help us learn about transportation in our community.

Directions: Use the form provided to record your travel choices. For each day of the week, record the start and finish times of each trip you take. You will also note the type of transportation you used. Estimate how long the trip took, in either hours or minutes.

Use as many pages as you need to record your travel for the week. The sample below will help you.

| Day of Week | Trip I Took | How Long it Took | Type of Transportation |
|--------------------|--|-------------------------|---|
| Monday | <i>From/To</i> Home to school <i>Times:</i> 8:10 to 8:25 a.m. | 15 Minutes | Walk___ Bike___ Car___ Bus <input checked="" type="checkbox"/> Other_____ |
| Monday | <i>From/To</i> School to Chris' House <i>Times:</i> 3:00 to 3:20 p.m. | 20 minutes | Walk___ Bike___ Car___ Bus <input checked="" type="checkbox"/> Other_____ |
| Monday | <i>From/To</i> Chris' House to Home <i>Times:</i> 5:00 to 5:10 p.m. | 10 minutes | Walk <input checked="" type="checkbox"/> Bike___ Car___ Bus___ Other_____ |

Student Survey
Travel Options in Our Community

How many public transit bus stops are there within easy walking distance of your home?

Does the school bus stop near your home? Yes ___ No ___

Are there sidewalks in your in your community? Yes ___ No ___

If you walk, do you feel safe? Yes ___ No ___

- If not, what could be done to make it better?

Are there train tracks near in your community? Yes ___ No ___

- If yes, do the trains carry passengers? Yes ___ No ___

Did you see any bike paths or bike lanes in your community? Yes ___ No ___

If you ride your bike, do you usually feel safe riding on the streets? Yes ___ No ___

- If not, why don't you feel safe and what could be done to make it better?

For the trips that you took in a car, could you have used another mode of transportation?

Yes ___ No ___

- If yes, which modes?

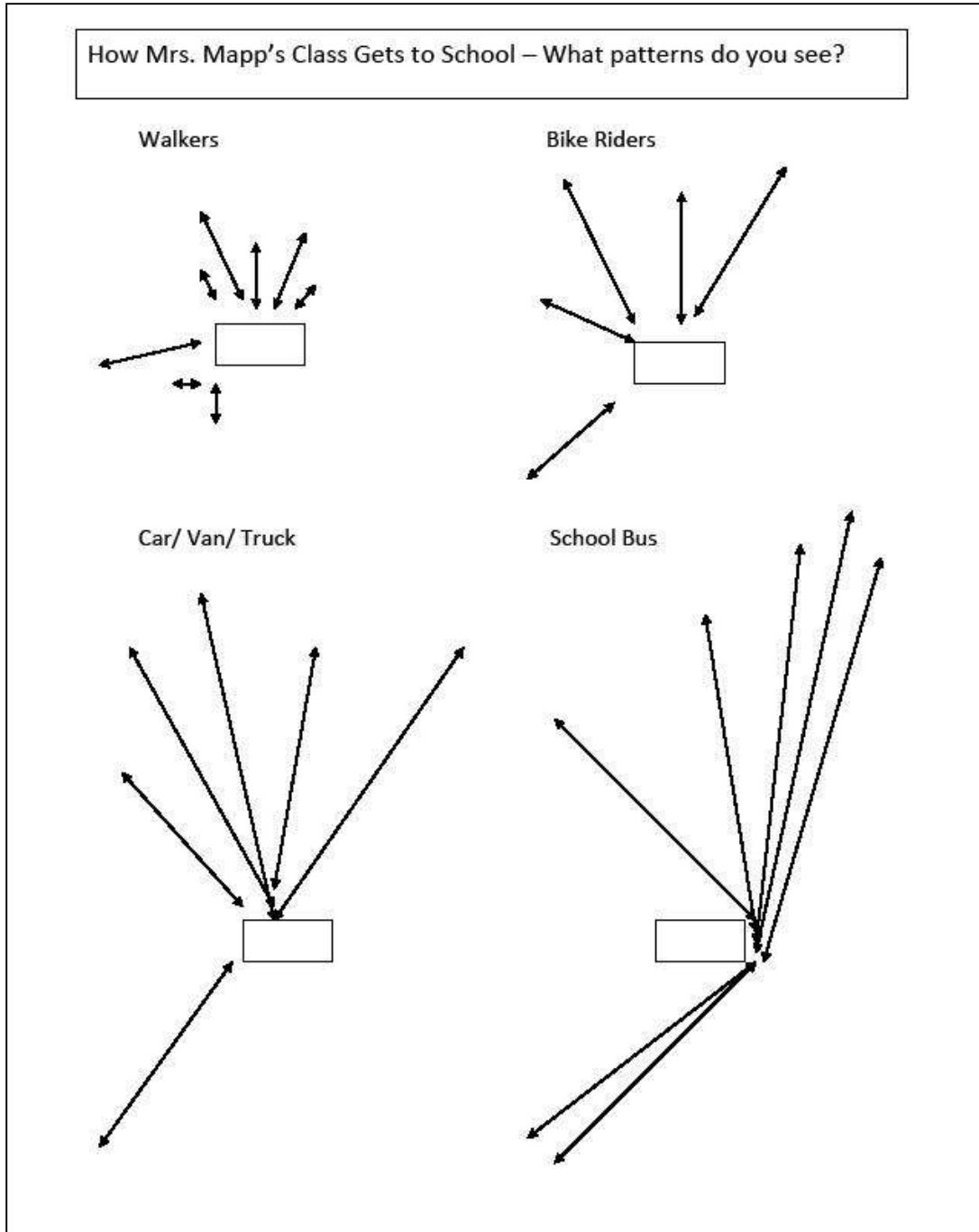
Transportation Journal

Name: _____

| Day of Week | Trip I Took | How Long it Took | Type of Transportation |
|-------------|---------------------------------------|------------------|--|
| | <i>From/ To:</i> <i>Times:</i> | | Walk ____ Bike ____ Car ____ Bus ____ Other ____ |
| | <i>From/ To:</i> <i>Times:</i> | | Walk ____ Bike ____ Car ____ Bus ____ Other ____ |
| | <i>From/ To:</i> <i>Times:</i> | | Walk ____ Bike ____ Car ____ Bus ____ Other ____ |
| | <i>From/ To:</i> <i>Times:</i> | | Walk ____ Bike ____ Car ____ Bus ____ Other ____ |
| | <i>From/ To:</i> <i>Times:</i> | | Walk ____ Bike ____ Car ____ Bus ____ Other ____ |
| | <i>From/ To:</i> <i>Times:</i> | | Walk ____ Bike ____ Car ____ Bus ____ Other ____ |

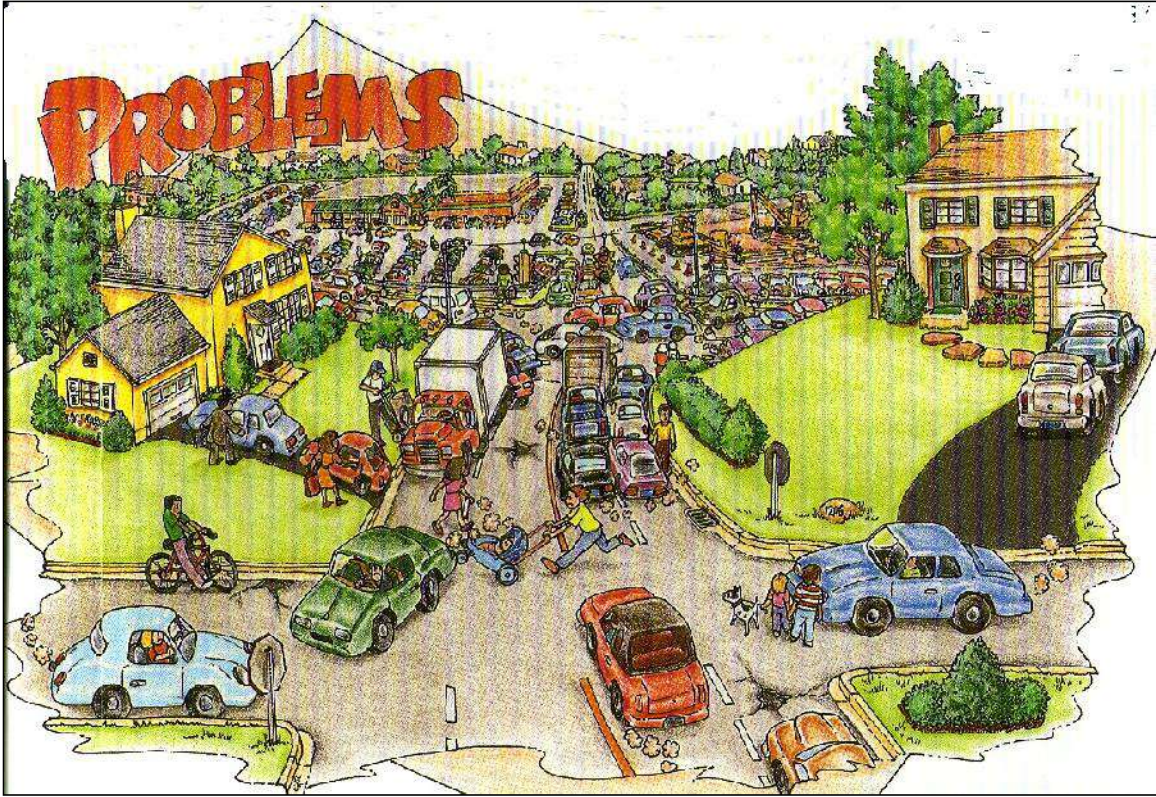
Handout 3.4

How Mrs. Mapp's Class Gets to School



Handout 3.5A

Reading Graphics



What transportation problems do you see?

| |
|--|
| |
| |
| |
| |
| |

Handout 3.5B

Reading Graphics



What solutions do you see?

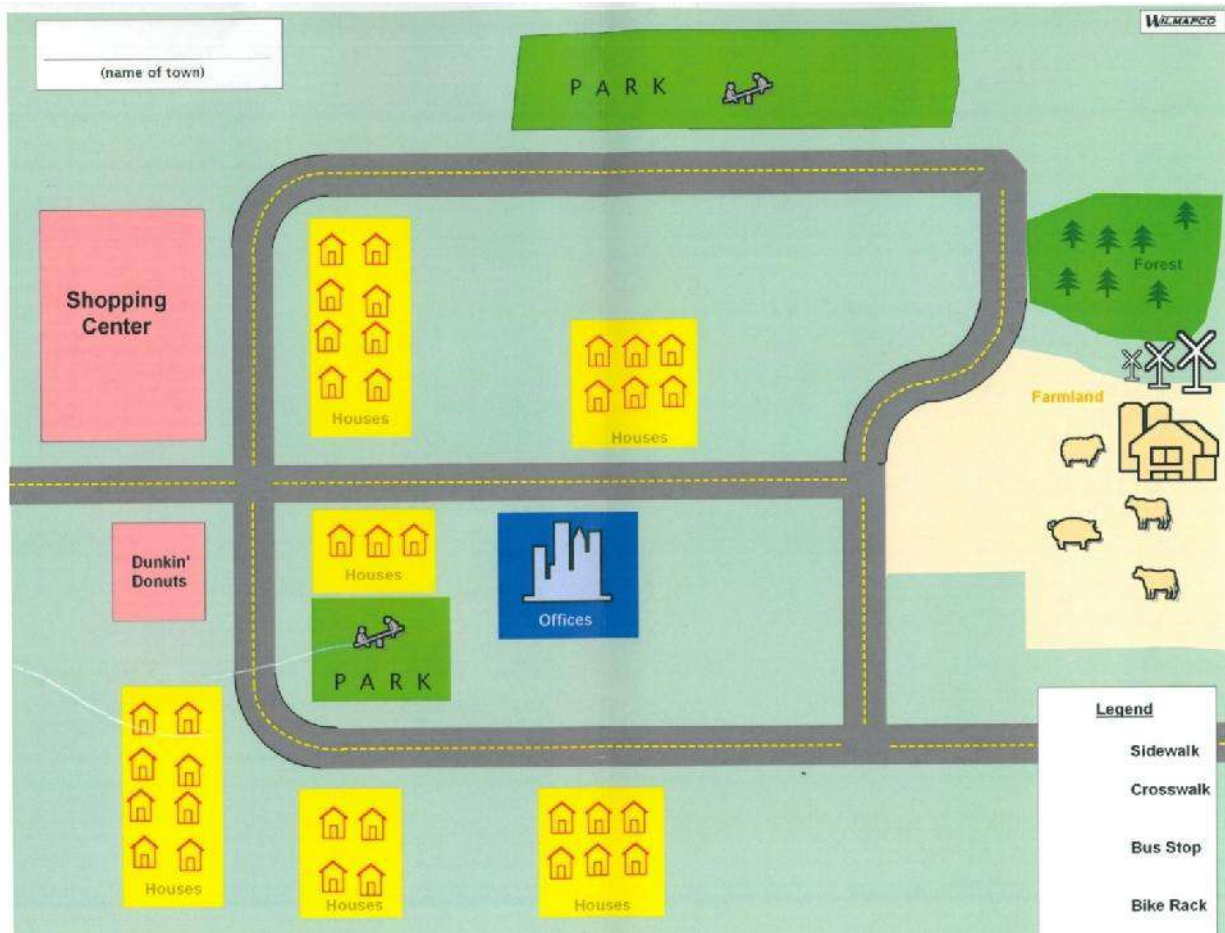
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Handout 3.6

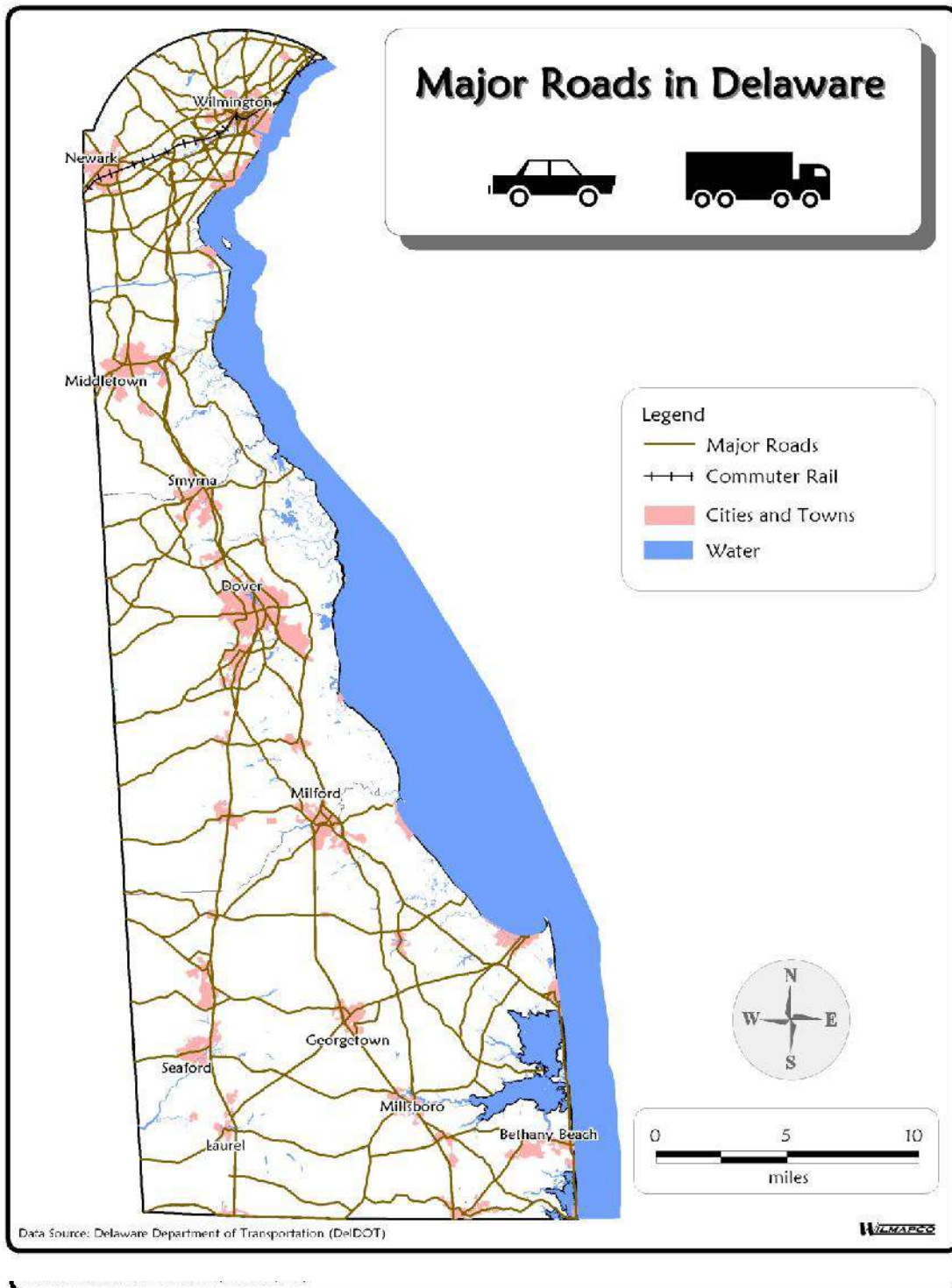
Map a Better Community

Look at the map below of a small community. Use your knowledge and skills to make the community better. Your new and improved community map should follow these rules:

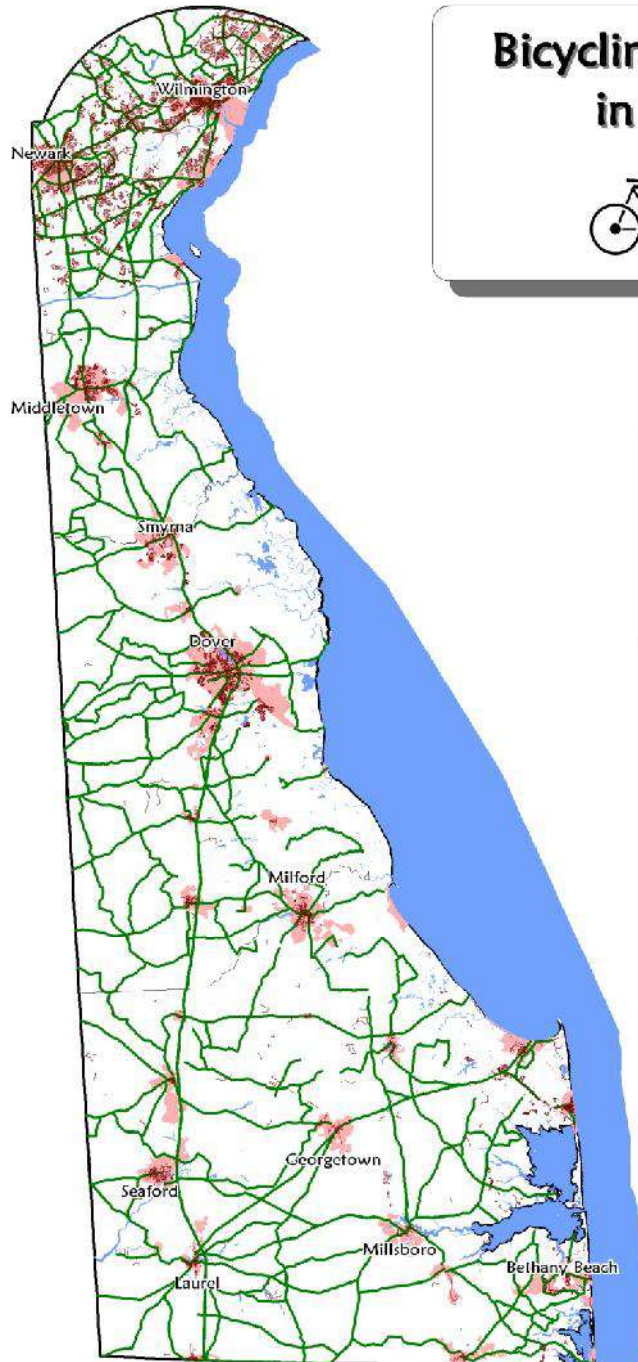
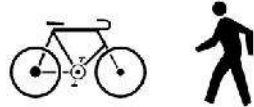
- Add 4 proposed bus stop and bike rack locations
- Add 3 new buildings to town (school, library, and a restaurant)
- Add locations of proposed crosswalks
- Add locations of proposed sidewalks
- Create color-coded map legend/key



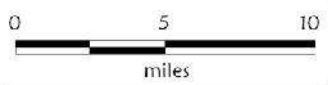
Handout 3.7 – Major Roads in Delaware



Bicycling and Walking in Delaware



- Legend**
- Bicycle Routes
 - Sidewalks
 - Cities and Towns
 - Water



Data Source: Delaware Department of Transportation (DelDOT)



Handout 3.7

Check for Understanding

❖ Look at the maps Public Transit in Delaware and the Major Roads in Delaware. Put a check on the line below to rate the Delaware towns listed.

| Connections | <i>Least Connections</i> | <i>Most Connections</i> |
|--------------------|---------------------------------|--------------------------------|
| Bethany Beach | ===== | |
| Elsmere | ===== | |
| Dover | ===== | |
| Millsboro | ===== | |
| Newark | ===== | |

❖ Based on the maps, which community has the most travel connections in Delaware? Explain your answer.

Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: **Interpreting the Past – Dueling Documents**

Designed by: **Fran O’Malley, [Delaware Social Studies Education Project](#)**
Research Assistant: **Mark Degliobizzi**

Content Area: **Social Studies**

Grade Levels: **4-5**

Summary of Unit

This unit uses the duel between Alexander Hamilton and Aaron Burr as a case study in which students explore historical thinking and the question *why might there be different (competing) accounts of the same event?*

Overview

Summative Assessment (page 4): Students write and illustrate an “Upside Down” or “Flip Over” book that describes a single event from two different points of view.

- [Lesson 1 – Mean or Misunderstood?](#): Students analyze competing accounts of the *Three Little Pigs* to advance understanding of point of view and evidence.
- [Lesson 2 – Dueling Sounds](#): A bell ringing contest that simulates a duel allows students to experience an event in which point of view may impact interpretations of who won.
- [Lesson 3 – Tragedy at Weehawken](#): Students read a partial account of the duel between Aaron Burr and Alexander Hamilton that sets the stage for a historical investigation (who fired first?).
- [Lesson 4 – Dueling Documents](#): Students unknowingly engage competing eyewitness accounts of the duel between Aaron Burr and Alexander Hamilton.
- [Lesson 5 – Weighing the Evidence](#): Students weigh the evidence relating to the question, did Burr or Hamilton fire the first shot?
- [Lesson 6 – Dueling Images](#): Students use a historical thinking tool to analyze competing images of the duel, and then use the images to corroborate or refute the documentary evidence and their own interpretations.
- Templates for creating [Tiny Two Tale Flip-Over Book](#).

Note: This unit is still in a pilot stage. Your feedback is desired. Please offer feedback on the unit after implementing or field testing at

https://www.surveymonkey.com/s.aspx?sm=NxoaVNF27hT5ABzXw77jyA_3d_3d

In the 4–5 cluster, History Standard Three introduces students to the concept that historical accounts of the same event may differ because of either the differences in the evidence cited to support that historian or because different historians are different people with different ways of looking at something. A historian’s point of view influences the sources used to answer questions, which in turn affects conclusions. Students at this level will quickly get the point if you ask them if parents ever get the same story from two siblings about what started an argument. Who was the last person to use the milk and why is it

sitting out on the counter? Or, who left the toothpaste out? Whose turn is it to take the trash out?

The American Revolution provides many possible opportunities to illustrate this aspect of history. On numerous occasions, the British and the Americans disagreed. An account of an event that happened before or during the war would be different depending on which side of the ocean the author lived on. Or, which side the author preferred to emerge victorious, the British or the rebels. The vocabulary used in different accounts often betrays the author's feelings and personal bias. Alert students to look for such words. Historians may try to write unbiased history, but they can never be completely free of the personal factors that influenced their lives.

This unit addresses a number of preconceptions and misconceptions that research involving elementary students suggests are common, for example:

- History is "just a bunch of facts."
- There is a single truth that we can uncover about past events.
- History textbooks contain factual, authoritative accounts of the past. They also contain the "correct" answers.
- To know something you have to witness it.
- If two historical sources conflict, one is wrong.
- If a historical account contains any bias or point of view, it must be taken with a grain of salt.
- Knowing about the author/creator of a document or image is unimportant.
- Secondary sources are less reliable than primary sources.
- Historical claims *must* be backed up by a lot of supporting evidence.

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Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Social Studies Standards

- **History Standard Three 4-5a:** Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

Big Ideas

- Interpretation
- Point of view
- Evidence

Enduring Understandings K–12

- Students will understand that there may be different accounts of the past because people have different points of view and base their interpretations on different evidence.

Essential Question

- Why are there different explanations of the same event in history?

Knowledge and Skills

Students will know...

- How to define point of view and evidence.
- That there are competing accounts of past events.
- That what happened in the past and what appears in historical accounts may be different.
- That much of what appears in history books is interpretation.
- That what is written has much to do with who wrote it and when it was written.

Students will be able to...

- Employ historical thinking in their analyses of historical materials.
- Write about an event from a different point of view.
- Draw inferences from a timeline.
- Critically evaluate historical evidence.
- Weigh and provide evidence in support of a historical interpretation.
- Corroborate and refute different types of evidence.

Stage 2 – Assessment Evidence

(Design assessments to guide instruction)

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

Essential Question Measured by the Transfer Task

- How could there be different explanations of the same event in history?

[Click here for a handout of the Transfer Task.](#)

Rubric

| Scoring Category | Score Point 3 | Score Point 2 | Score Point 1 |
|---|---|---|--|
| This product provides... | | | |
| different interpretations of the same event (in words). | The account explicitly offers different interpretations of a single event. | The account offers different interpretations of a single event but one or both have to be inferred. | The account offers one interpretation of a single event. |
| information explaining the characters' different points of view. | The account describes different points of view and explains why each is held. | The account describes different points of view but offers no explanation as to why each is held. | The account describes a single point of view and explains why it is held. |
| evidence that supports each interpretation. | The account includes easily found evidence that is used convincingly to support different interpretations. | The account includes evidence found with some difficulty and that provides adequate support for different interpretations. | The account includes evidence found with some difficulty and that provides adequate support for a single interpretation. |
| different (competing) illustrations of the same event. | The account effectively communicates different (competing) interpretations of a single event through illustrations. | The account communicates different (competing) interpretations of a single event through illustrations that require considerable inferencing. | The account offers illustrations that communicate a single interpretation of one event. |
| the use of content-appropriate vocabulary. | The content-appropriate vocabulary is well developed and evident . | There is some evidence of content-appropriate vocabulary. | There is minimal evidence of content-appropriate vocabulary. |

Total Score: _____

Above the Standard: 13 – 15 points

Meets the Standard: 11 – 13 points

Below the Standard: 10 or fewer

Lesson 1



Mean or Misunderstood?



Abstract: In this lesson students will examine competing accounts of a well-known tale to develop their understandings of two concepts that are at the heart of History Standard Three, *evidence* and *point-of-view*.

Essential Question: Why are there different explanations of the same event in history?

Materials Needed:

- Copies of [Appendix 1: Dual Concept Developer](#)
- Copies of [Appendix 2: Wolf Character Map](#)
- Copy of the stories *Three Little Pigs* and *The True Story of the 3 Little Pigs*, by Jon Scieszka (or any two stories that offer competing accounts of the same event—see bibliography below).

Vocabulary:

- Point of view – “A way of looking at things” (American Heritage Children’s Dictionary); position from which something is considered or evaluated (American Heritage Dictionary); what a person thinks or believes about something.
- Evidence – “Facts or signs that help one find out the truth or come to a conclusion” (American Heritage Children’s Dictionary); something that provides proof or support.
- Misunderstood – Failure to understand or grasp the nature of something or someone.

Procedures:

1. *Preview the Unit:* Tell students that you are going to begin a new unit and that there are two concepts that are crucial to understanding the standard that is at the heart of the unit. This lesson will introduce and develop those concepts.
2. *Introduce the Benchmark:* Present the standard addressed in this unit: Students will explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point of view of the author.
3. *Introduce Terms/Concepts:*
 - a. Write “Point of View” on the board. Ask volunteers to suggest a definition. Offer an example (e.g., Dana is a smart girl). Have volunteers refine their definitions and then offer a valid definition (e.g., see above under Vocabulary).

- b. Write “Evidence” on the board. Ask volunteers to suggest a definition. Offer an example (e.g., Dana’s outstanding grades are evidence that she is a smart girl). Have volunteers refine their definitions and then offer a valid definition (e.g., see above under Vocabulary).
4. *Think-Pair-Share – Dual Concept Developer*: Distribute copies of [Appendix 1 – Dual Concept Developer](#) and project a copy so that you can guide the students through their tasks.
 - a. Part I: Students define the terms *point of view* and *evidence* and offer an example of each. Ask students to share their examples.
 - b. Part II: Tell the students that people often have different points of view about the same person or event, and they usually offer different evidence to support their point of view. Read the example provided (i.e., *Pat’s Performance During a Soccer Match*). Then, have students work with a partner to offer another example. Ask students to share their examples.
 5. *Application*: Select (or create) two stories that present different accounts of the same event (see bibliography below). This lesson uses the story of the *Three Little Pigs* and Jon Scieszka’s *The True Story of the 3 Little Pigs* by A Wolf, but there are many alternatives from which you can choose.
 - a. Read Story #1: Ask students if they have ever heard of the story entitled *Three Little Pigs*. Ask a student to summarize and then read the story to ensure that they can complete a Character Map.
 - 1) Distribute copies of [Appendix 2 – Wolf Character Map](#) and project a copy so that you can guide the students through the tasks. Point to the appropriate points on the handout and explain what students are supposed to do—identify the title of the book, author’s point of view, evidence to support that point of view, and summarize by deciding whether the wolf is mean or misunderstood. Take a minute or two to define “misunderstood” (see Vocabulary above). Optional—allow students to draw the wolf in a manner that effectively illustrates the author’s point of view.
 - 2) Have students work in small groups to discuss responses but have each student create their own character map.
 - 3) Review responses to the prompts on the Wolf Character Map.
 - b. Repeat the same steps outlined in Procedure 5a above for Story 2 (*The True Story of the 3 Little Pigs*). [Appendix 2](#) can be used for both stories.
 6. *Debrief*: Raise the following questions with the students...
 - a. What is point of view?
 - b. What is evidence?
 - c. Did the authors of the two books have similar or different points of view? Explain.
 - d. How might a writer’s point of view influence his or her conclusions?
 - e. Did the authors of the two books offer similar or different evidence?
 - f. How might the evidence that a person presents influence his or her conclusions?
 - g. Is there a relationship between evidence, point of view, and conclusions? Explain.
 - h. Can you think of any other examples of people having different points of view about the same event or person?

Check for Understanding

Read the following quote then answer the two questions that follow:

The best books ever written are in the Harry Potter series. To date, that series has sold 400 million copies and both children and adults love the books.

Describe a different point of view. What evidence *could* someone offer to support that different point of view?

Rubric

2 – This response gives a valid point of view with accurate and relevant supporting evidence.

1 – This response gives a valid point of view with inaccurate, irrelevant, or no supporting evidence.

Appendix 1

Dual Concept Developer

Part I: Gathering Information - Use the spaces in the chart below to offer definitions and examples of point of view and evidence.

| Point of View | | Evidence |
|---------------|--|------------|
| Definition | | Definition |
| Example | | Example |

Part II: Extending Information – People can have different points of view about the same person or event. People can also offer different evidence to support those points of view. Look at the example provided below then offer an example of your own.

Example Provided

| Topic: <i>Pat's performance during a soccer match.</i> | |
|--|--|
| Point of View <i>Pat was the star of the game.</i> | Different Point of View <i>Pat did not play very well.</i> |
| Evidence <i>Pat scored the only goal for the team.</i> | Evidence <i>Pat played badly on defense and allowed the other team to score 2 goals.</i> |

Offer an Example of Your Own in the Spaces Below:

| Topic: | |
|----------------------|--------------------------------|
| Point of View | Different Point of View |
| Evidence | Evidence |

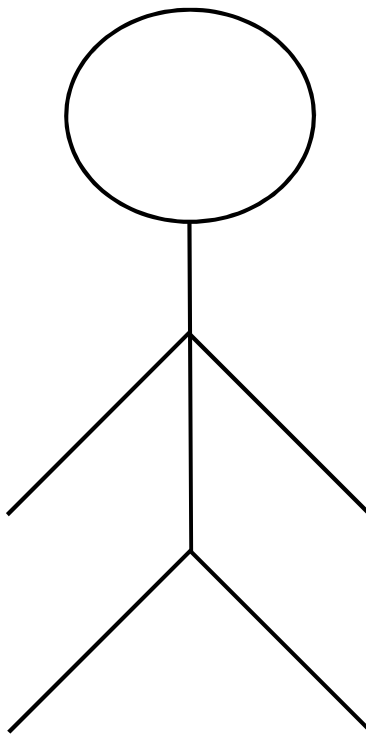
Appendix 2

Wolf Character Map

Describe the WOLF based on...

Title of Story

*What is the author's
point of view toward
the wolf?*



*What evidence
supports this point
of view?*

Draw me to match the author's
point of view.

Interpretation/Conclusion: Is the wolf mean or misunderstood?

Lesson 2



Dueling Sounds



Abstract: This lesson places students in a scenario that builds prior knowledge and prepares students for their encounter with competing accounts of the Burr-Hamilton duel (do not mention the Burr-Hamilton duel at this point). Two pairs of students will compete against each other in a bell-ringing contest or “duel” for a reward that is likely to produce competing or “dual” eyewitness accounts.

Essential Question

- Why are there different explanations of the same event in history?

Materials Needed:

- Two bells or other small, sound-making devices (e.g., whistles).
- Copies of [Appendix 1 – Anticipation/Response Guide](#).
- Large copy of [Appendix 2 – Rules of the Contest](#).

Vocabulary

- Eyewitness, primary source, secondary source

(This lesson assumes that students will have learned the distinction between primary and secondary sources. If not, [visit here](#) for a lesson that develops this understanding.)

Procedures:

1. *Anticipation Guide:* Distribute copies of [Appendix 1 – Anticipation/Response Guide](#) and post or project a copy so that the entire class can see it. Read the instructions while students read to themselves and point to the “Before” section that students are to complete at this phase of the unit. Make it clear that they are to leave the right-hand column labeled “After” blank until later in the unit. Collect their responses and analyze for preconceptions and misconceptions.

Note to Teacher: this Anticipation Guide focuses on historical thinking rather than content relating to the Burr-Hamilton duel as the primary goal of this unit is to advance understanding of what is referred to in *How Students Learn* as “second order, substantive concepts.”

2. *Activity Description:* Tell the students that you are going to have a little competition today involving two students and their partners. The competition involves seeing who can ring a bell first—after receiving permission to do so. Teachers are encouraged to think about who will be involved in this activity prior to implementation. Ideally, you will select two students who are relatively competitive. These two students, who will be the main actors in the activity, will be allowed to select their own partner or “second.” The activity is called “Battle of the Bells.”

The two “parties” you select will be the bell ringers and will compete to see who rings their bell first. Each party will select a “second” person or partner who will work with their partners (bell ringers) as a monitor to make sure that the rules are followed and that the other “party” competes fairly. There will be a very nice prize for the pair that wins the contest (select a prize, e.g., a highly desired piece of candy, and show it to the students. You want to motivate and encourage a keen sense of competitiveness. The prize also establishes an important sense of consequence for losing, which will be important for an upcoming lesson on the Burr-Hamilton duel in which Alexander Hamilton suffers the ultimate consequence. But do not mention the Burr-Hamilton duel connection yet).

3. *Establish and Explain the Rules:* Display [Appendix 2 – Rules of the Contest](#). Tell the students that there are rules that have been set for the contest to make sure that it is conducted fairly and that both participants have a fair chance of winning. Ask volunteers to read and explain the rules, offering clarification when necessary. These “Stipulated” rules are not negotiable.

Note to Teacher: The rules that appear on [Appendix 2](#) are recommended as they mimic rules of dueling and build knowledge for upcoming lessons (the same rules appear below with notes for teachers). These rules also increase the chances that students will arrive at different conclusions.

- a. The “parties” will be seated at desks or tables ___ paces (10 if possible) apart from each other (*make sure that they are far enough apart so that the other pair, especially the second has difficulty witnessing/hearing what happens*).
 - 1) Parties may not ring their bells until AFTER the authorized *second* says “present.”
 - 2) A coin toss will decide which second says “present.”
 - 3) The seconds must stand next to the party who selected them.
 - 4) The party who loses the coin toss has first choice of seats and bells.
 - 5) The “parties” must have their hands on the top of the desk or table and around the bell with one finger above and not touching the bell but ready to press down after the second says “present.” (*Note – this is so that the interval between bell sounds is so brief that it is difficult to distinguish who wins.*)
 - 6) Neither “parties” nor “seconds” may speak to each other after the bells are rung. Each *second* must independently write down what happened and who won.
 - 7) Only one round of bell ringing is allowed and the seconds must decide who wins (NO ties).
4. *Conduct the Contest:* Arrange for the contest to be outside of the eyes of the rest of the class (e.g., in the hallway, another classroom, etc.) so that only the parties and seconds can witness what happens. Logically, you may want to have a parent helper or colleague supervise the contestant-pairs. The point is that the activity will work best if only the seconds are able to witness and report on what happened. The adult supervisor should not come back into the classroom so that there is not even the slightest opportunity to corroborate or refute the seconds’ accounts.

Alternate Strategy: If there are issues with the idea of sending students out of the room, ask the rest of the class to turn their tables or chairs around so that they cannot see what happens. The risk with this option, however, is that the rest of the class will hear the direction from which bell sounds come rather than relying on eyewitness accounts from the “seconds.” Ideally, the class should be restricted to drawing conclusions from the “seconds” accounts.

Send the pairs out for the contest. The seconds should have a piece of paper and a pencil or pen. As soon as the “Battle of the Bells” ends, the “parties” must give up their seats to the seconds who must then write down what happened and who won the contest. The “party” and his or her “second” may speak to each other in “library voices” but must not speak with the other pair. As soon as they are finished they must return to the classroom, and the second must deliver the written account to the teacher.

5. *Classroom Discussion (while contestants are competing):* The teacher should lead the students in a discussion that focuses on the following questions while the contestants are competing in the hallway:
 - a. Who do you predict will win the contest? Why?
 - b. Do you think the “seconds” share the same point of view? Why?
 - c. Do you think the “seconds” will agree on what happened—who won? Why?
 - d. What do you predict will be each “second’s” conclusion? Why?
 - e. Do the rules of this contest ensure that the seconds will be able to see and hear accurately what goes on? Explain.
6. *Read “Eyewitness” Accounts:* Have the seconds return to the classroom and read their accounts to the class. Ask another student to summarize after each account is read.

Note to Teacher: There are two different outcomes (do not allow ties) that will require two different procedures.

Outcome 1 – Seconds Agree Who Won

Procedure – whole-class discussion.

- Is this what you predicted after the parties and seconds left the room? Did we expect the seconds to agree?
- What is the likelihood that other people in the same situation would always agree?
- Explore the counter-factual. Ask students, what if the seconds came back with two different accounts?
- Why *might* two seconds disagree about who rang the bell first?

Outcome 2 – Seconds Disagree About Who Won

Procedure – follow the steps enumerated below.

1. *Seconds Defend Positions:* Invite the *seconds* to explain and defend their version of events.
2. *Whole-Class Discussion:*
 - a. Which pair of contestants earned the award for winning the “Battle of the Bells?”
 - b. Do those of us who remained in class know definitely what happened?
 - c. Did the “Battle of the Bells” occur in the past, present, or future? (*A seemingly odd question, but one that highlights the fact that the battle is grounds for historical investigation because it happened in the past.*)
 - d. Do you think that the “seconds” eyewitness accounts of the bell contest are similar or different to the accounts that appear in history textbooks (i.e., are they “facts” or interpretations)? Explain.
 - e. If _____ (name one of the seconds) was the author of a history textbook, what would that textbook say about the “Battle of the Bells?” What would _____ (name other second) say if he wrote that textbook instead of _____ (other second)? Why would there be differences?
 - f. How should we be reading our history textbooks—as if they are facts that cannot be challenged or as if they are interpretations that can be challenged?
 - g. What are some questions you should be asking of your textbook as you read it (e.g., who was/were the author(s), do they have any obvious biases, what is their point of view, what evidence do they provide, are there other sides of the story, etc.)?
 - h. Can we determine what actually happened in situations like this when we encounter two different accounts of the past? How?
3. *Anticipation/Response Guide (formative assessment):* Have students revisit [Appendix 1 – Anticipation/Response Guide](#). Have them reflect on what they learned in this lesson by filling in Agree or Disagree in the column just to the right of each statement labeled “Response After Lesson 2.” Have students share any revisions in their thinking. Collect and save the Guides for re-use at the end of the unit in Lesson 6.

Check for Understanding (Error Correction)

A student in class says “history is just a bunch of facts.”

- ❖ How would you correct that student if you were his or her teacher? Explain your answer.

Rubric

- 2 – This response gives a valid correction with an accurate and relevant explanation.
- 1 – This response gives a valid correction with an inaccurate, irrelevant, or no explanation.

Appendix 1

Anticipation/Response Guide

Name: _____

Directions: In the left-hand column labeled **Answer Before Instruction**, place the letter “A” next to any statement with which you agree. Do not write in the right-hand columns until your teacher tells you to.

| Pre | | Formative | Summative |
|-----------------------------------|--|---------------------------------|---------------------------------|
| Answer before instruction. | Topic: History | Response after Lesson 2. | Response after the Unit. |
| | History is the study of facts about the past. | | |
| | History textbooks have the correct answers to questions that people may ask about the past. | | |
| | If there are differences between what one history textbook says and what another history textbook says, one of the textbooks is wrong. | | |
| | It does not matter who writes a history book as long as the author is a historian. | | |
| | We know what happened long ago because of what eyewitnesses tell us happened. | | |
| | Primary sources tell us what actually happened in the past. | | |

Adapted from Doty, Jane K., Cameron, Gregory N, and Barton, Mary Lee. (2003) *Teaching Reading in Social Studies*. McREL. Aurora, CO.

Appendix 2

Rules – Battle of the Bells

Stipulated Rules

1. The “parties” will be seated at desks or tables that are placed ___ paces apart from each other.
2. Parties may not ring their bells until AFTER the authorized second says “present.”
3. A coin toss will decide which second says “present.”
4. The seconds must stand next to the party who selected them. The party who loses the coin toss has first choice of the seat and bell.
5. The “parties” must have their hands face down on the top of the desk or table and around the bell with one finger on top of the bell so that it is prepared to press down after the second says “present.”
6. The “parties” and “seconds” may not speak to each other after the bells are rung. Shortly after the bells ring, each second must independently write down what happened and who won.
7. Only one round of bell ringing is allowed and the seconds must decide who wins (NO ties).

Lesson 3



Tragedy at Weehawken



Abstract: In this lesson students read a story about the tragic duel between Aaron Burr and Alexander Hamilton to learn how even eyewitnesses may offer different accounts of the past.

Essential Question

- Why are there different explanations of the same event in history?

Materials Needed

- Copies of [Appendix 1 – Thinking Chronologically](#)
- Copies of [Appendix 2 – “Tragedy at Weehawken”](#)

Vocabulary

- Point of view, despicable, rival, honor

Procedures

Warm-Up (optional): Problematic Situation (Vaca & Vaca, 1993) – present students with the following situation. Ask them to work in small groups to generate possible solutions. List solutions and discuss why each one would be good solution. Pick one that seems to be the best solution.

Situation:

You are good friends with someone who is thinking about getting into a fight. Your friend was called a terrible name. What steps would you take to prevent the fight?

Have groups share their best solution and explain why it is best.

1. *Preview the Lesson:* Tell students that they are going to read about a tragic event that happened over 200 years ago involving two distinguished lawyers who served with distinction in the War for Independence and in various state and federal offices after the war.
2. *Think-Pair-Share:* Distribute copies of [Appendix 1 – Thinking Chronologically](#). Ask students to read through the timeline that appears on Appendix 1 and then discuss the three questions at the bottom with a partner. Invite volunteers to share their responses after the pairs have had time to discuss.

Questions

- How would you describe the relationship between Aaron Burr and Alexander Hamilton?
- What do you think would be Burr’s point of view toward Hamilton by 1804?
- What do you think would be Hamilton’s point of view toward Burr by 1804?

3. *Pre-Reading Prediction:* Write the following words on the board:
 - Morning, rowed, vice president, treasurer, duel, despicable, honorTell the students that they are going to read a story today. Ask students to use the words to write 2-3 sentences in which they predict what the story will be about. They do not have to use all of the words.
4. *Distribute Copies* of [Appendix 2 – Tragedy at Weehawken](#). Read it aloud while students follow along. Pause to explain sections that may require clarification.
5. *Summarize:* Ask a student to summarize the reading.
6. *Revise Predictions:* Have students revise their pre-reading predictions if the original prediction was wrong.
7. *Extend Thinking and Set the Stage for the Next Lesson:* Ask the following questions:
 - Who fired the first shot – Hamilton or Burr? (*Story does not say*)
 - How might we find out? (*For teachers: four people witnessed the duel—the two seconds, Pendleton and Van Ness; Aaron Burr; and Alexander Hamilton who slipped in and out of consciousness for a day before passing away on July 12.*)

For the Teacher

Students will read one of two, competing eyewitness accounts of the duel in the next lesson. BUT, do not share this because you will want the students to think that they are all reading the same account.

Debrief

Tell students that dueling was not uncommon at the turn of the 19th Century. Even though it was illegal, it was rarely punished. In fact, they were viewed as somewhat acceptable “affairs of honor.” Over time, Americans came to view dueling as barbaric. The practice died out by the end of the 19th Century.

Appendix 1

Thinking Chronologically

Directions: Read through the timeline that appears below and then be able to answer the questions that follow.

1789

Aaron Burr accepts a position as Attorney General for New York after supporting Alexander Hamilton's candidate. Hamilton questions Burr's principles. (Ellis 40)

1791

President George Washington appoints Alexander Hamilton to be Treasurer of the United States. Aaron Burr defeats Hamilton's wealthy father-in-law for a U.S. Senate seat from NY. Burr opposes Hamilton's economic plan as a Senator. (Ellis 40-41)

1792

Alexander Hamilton urges people not to vote for Aaron Burr when he runs for the Office of Vice President. Burr lost. (Ellis 41)

1794

Alexander Hamilton blocks Aaron Burr's nomination as American minister to France. (Ellis 41)

1800

Aaron Burr published a document written by Alexander Hamilton that is highly critical of his fellow Federalist, President John Adams. The document was never intended for public viewing and causes Hamilton a great deal of embarrassment.

The Presidential election of 1800 ends in a tie between two Republicans—Thomas Jefferson and Aaron Burr. Federalist Alexander Hamilton convinces his fellow Federalists to support Republican Thomas Jefferson. Jefferson defeats Burr. (Ellis 41)

1804

Alexander Hamilton urges people not to vote for Aaron Burr when he runs for governor of New York. Burr loses. (Ellis 41)

Questions

1. How would you describe the relationship between Aaron Burr and Alexander Hamilton?
2. What do you think would be Burr's point of view toward Hamilton by 1804?
3. What do you think would be Hamilton's point of view toward Burr by 1804?

Appendix 2

The Story: Tragedy at Weehawken



Aaron Burr



Alexander Hamilton

At around 5:00 on the morning of July 11, 1804, the Vice-President of the United States and a former Treasurer of the United States were rowed in separate boats across the Hudson River from New York City to a secret location on cliffs near Weehawken, New Jersey. The Vice-President was 48-year-old Aaron Burr. The former Treasurer was the Vice-President's longtime rival Alexander Hamilton. The two men went to Weehawken to duel. Burr challenged Hamilton to a duel after he read an article that said Hamilton held a "despicable opinion...of Mr. Burr." Since Burr challenged Hamilton, Hamilton got to select the weapons that would be used in the duel. He chose pistols.

Both Hamilton and Burr brought a "second" or trusted friend. The seconds' responsibilities were to make sure that each man followed the rules for dueling and to help their friends if they were wounded. Alexander Hamilton brought Nathaniel Pendleton, while Vice-President Burr brought William Van Ness.

The two seconds were the only people to witness the duel because dueling was illegal. The men who rowed Hamilton and Burr as well as a doctor David Hosack who went in case of injuries had to stay below in the rowboats so that they could state honestly that they did not witness the duel and, therefore, not be able to testify against the duelists if they were charged with a crime. Sadly, even though duels were illegal in most states in 1804, they were not uncommon. Wealthy men, in particular, thought that dueling was the only way to defend their honor when that honor was seriously attacked.

Following the rules for dueling, Aaron Burr and Alexander Hamilton stood 10 paces apart. Moments after the authorized second said "present," shots rang out. Alexander Hamilton was hit on his right side and died the next day.

Lesson 4

Dueling Documents

Abstract: In this lesson students split into two groups with each given the task of analyzing competing eyewitness accounts of the Burr/Hamilton duel. The students will not know that they are reading competing accounts written by the seconds in the duel. Their task is to determine what happened in the interval between receiving instructions to “present” and the discharge of weapons. The students will then pair off to jigsaw conclusions and debate (or duel) the question: which historical source is “best.”

Essential Question

- Why are there different explanations of the same event in history?

Materials Needed

- Copies of Appendix – [DOCUMENT \(Excerpted Version\)](#): Statement of Aaron Burr’s second
- Copies of Appendix – [Document \(Excerpted Version\)](#): Statement of Alexander Hamilton’s second
- One copy of [Appendix 1 – Bulls-Eyed Version of Pendleton’s Statement](#)
- One copy of [Appendix 2 – Bulls-Eyed Version of Van Ness’s Statement](#)
- Tape and Pencil
- Copies of [Appendix 3 – Graphic Organizer – Duel Interpretations](#)

Note: Complete versions of both documents are provided for the teacher.

- [DOCUMENT \(Complete Version for Teacher\)](#)
- [Document \(Complete Version for Teacher\)](#)

Vocabulary

- Duel, second, eyewitness, account, “holes in the evidence”

Procedures

1. *Jigsaw:* Tell students that they are going to read an eyewitness account of the duel between Aaron Burr and Alexander Hamilton. Split the class into equal halves. Place students in both halves into groups of 3–4. Distribute the handout entitled “[DOCUMENT](#)” (upper case) to one-half of the groups and [Document](#) (lower case) to the other half, making sure that an equal number of students get each of the two documents. The documents are labeled with capital/lower case lettering to distinguish them for the teacher and to conceal the differences from the students. You will want students to assume that they are getting the same document. Try to seat the students with competing documents far enough apart to reduce the likelihood that their conversations will be overheard by those with competing documents.
2. *Reading Buddies:* Pair more with less accomplished readers. Have the students read, analyze, and discuss the document they are given. Ask the students to demonstrate comprehension of the document by writing a brief description of what happened on July 11,

1804, in their own words. Tell them to include information relating to the following question: *who fired the first shot?*

3. *Pair-Share*: Couple the students who analyzed the handout entitled “DOCUMENT” (capital letter account) with a student who analyzed the competing “Document” (lower case account). Ask each of the two students in the paired groups to read their descriptions of what happened on July 11, 1804, to the person with whom they are now sitting.

After the students share and respond to each other’s descriptions ask:

- Were your descriptions similar or different? (*They contain competing accounts of the same event*) Why? (*They read different sources*)
 - Who authored each document? What do you know or what can you infer about each author? (*Pendleton was Hamilton’s friend and his second at the duel with Burr; Van Ness was Burr’s friend and his second at the duel with Hamilton*)
 - How would you define the term *point of view*?
 - What was Mr. Van Ness’s point of view?
 - What was Mr. Pendleton’s point of view?
 - Why might there be two different accounts of the Burr-Hamilton duel?
4. *Dueling Documents*: Tell the pairs that they are now going to play a game of Dueling Documents in which their “duel” focuses on deciding which source is “best.” Explain that they have excerpted reproductions of two primary source documents. Their task is to decide which document should win the document duel (or be considered more accurate). Ask them to discuss the following questions as they decide which document wins the duel:
 - a. Which document won the duel and why?
 - b. Is one source “better” than the other?
 - c. What might make one piece of historical evidence “better” than another?
 - d. What might make one account of the past better than another?
 - e. Which account of the Burr-Hamilton duel should appear in our history textbooks? Why?
 5. *“Holes in the Evidence”*

Ask students what it means when someone says that there are “holes in a story?” (*The story is suspect*) Tell students that evidence, just like stories, can have holes in them and that the class is now going to play a game of “Holes in the Evidence.”

Ask the two students who played the role of “seconds” in the Battle of the Bells to come up to the front of the room. Give one of the students [Appendix 1](#) with a piece of tape. Give the other student [Appendix 2](#) with a piece of tape. Ask the two students to stand back-to-back then count off 10 (small based on room size) paces. Ask them to tape their documents on the chalkboard (or wall) where they complete their 10 paces then return to their seats.

Write *Pendleton* or *Hamilton’s Second* under [Appendix 1](#). Write *Van Ness* or *Burr’s Second* under [Appendix 2](#). Draw attention to the bulls-eyes on each document.

Remind students that the overarching question in this lesson is *who fired first*—Burr or Hamilton. Write the question, “*Which piece of evidence (or document), if either, has holes in it and why?*” in large letters between the two documents. Tell the students that you now want them to offer reasons why one document has holes in it, i.e., is less believable or not as

“good” as the other in terms of answering the question, “what happened at Weehawken on July 11, 1804.” If a student offers a compelling challenge to one of the documents, use a pencil to place a dot symbolizing a hole on the bulls-eye in the document the student critiqued (pencil recommended in case another student effectively refutes the challenge to the document). If the reason is not as compelling, place a hole outside the bulls-eye symbolizing a less accurate “shot.” The further from the bulls-eye, the less persuasive the argument. Once the students exhaust reasons, decide which document loses the document duel.

6. *Debrief:* Ask:

- a. Why might historians arrive at different conclusions about the past? *(Explain that history is filled with different interpretations. One reason for the different interpretations is that historians often rely on different pieces of evidence to construct their accounts. Another is that people have different points of view that are influenced by factors such as friendships, shared beliefs e.g. political, shared opinions, e.g., about other individuals.)*
- b. Knowing that there can be different interpretations of the past, what are some questions you should be asking of any historical account or piece of historical evidence (e.g., a document) as you read/interrogate it?
- c. What makes some pieces of evidence stronger than other pieces of evidence?

Further explain that most accounts of the past involve interpretations built on evidence that varies in strength. To think historically involves questioning texts, including their textbooks and encyclopedias, rather than accepting them as facts.

Check for Understanding

- ❖ Distribute copies of [Appendix 3 – Graphic Organizer – Duel Interpretations](#) and have students fill in information that responds to the prompts in the 4 boxes.
- ❖ Paper Thoughts: Have students read an excerpt from a history textbook and record what they are thinking as they read. Check to see if they are interrogating the text 😊 or treating it as authoritative 😞.

DOCUMENT

(Excerpted Version for Students)

...Mr. P[endleton] expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr...

General Hamilton’s friend thinks it to be a sacred duty...to publish to the world such facts and circumstances as have produced a decisive conviction in his own mind. That he cannot have been mistaken in the belief he has formed on these points.

1st. General Hamilton informed Mr. P[endleton]...he had made up his mind *not to fire at Col. Burr the first time, but to receive his fire, and fire in the air.*

2d. His last words before he was wounded he was asked if he would have the hair spring set? His answer was, “*Not this time.*”

3rd. After he was wounded, and laid in the boat, the first words he uttered: “*Pendleton knows I did not mean to fire at Col. Burr the first time.*”

5th. The pistol that had been used by General Hamilton...after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said “Take care of that pistol – it is cocked. It may go off and do mischief.” This shews he was not sensible of having fired at all.

6. Mr. P[endleton]...determined to go to the spot where the affair took place, to see if he could not discover some traces of the course of the ball from Gen. Hamilton.

He took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; The part of the limb through which the ball passed was cut off and brought to this city,

Statement by Nathaniel Pendleton
Alexander Hamilton’s Second
July 19, 1804 (Hamilton: Writings);
July 16, 1804 (Freeman p 192)

Document

(Excerpted Version for Students)

...it becomes proper for the gentleman who attended Col Burr to state also his impressions with respect to those points on which their [sic] exists a variance of opinion.

The parties met...& took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary, at the same time feeling his pockets with his left hand, & drawing forth his spectacles put them on. The second asked if they were prepared which was replied to in the affirmative. The word present was then given, on which both parties took aim. The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening. On this point the second of Col Burr has full & perfect recollection. He noticed particularly the discharge of G H's pistol, & looked at Col B on the discharge of G H's pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot, & observed that the smoke of G H's pistol obscured him for a moment in the interval of their firing.

**Statement by William P. Van Ness
Aaron Burr's Second**

July 21, 1804 (Hamilton: Writings p 1031);
July 17, 1804 (Freeman 192)

Teacher Resource 1

DOCUMENT (Complete Version for Teacher)

The Statement containing the facts that led to the interview between General Hamilton and Col. Burr, published in the Evening Post on Monday, studiously avoided mentioning any particulars of what past at the place of meeting. This was dictated by suitable considerations at the time, and with the intention, that whatever it might be deemed proper to lay before the public, should be made the subject of a future communication. The following is therefore now submitted.

In the interviews that have since taken place between the gentlemen that were present, they have not been able to agree in two important facts that passed there – for which reason nothing was said on those subjects in the paper lately published as to other particulars in which they were agreed.

Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr. Mr. V. N. seemed equally confident in the opinion that Gen. H. did fire first – and of course that it must have been at his antagonist.

General Hamilton's friend thinks it to be a sacred duty he owes to the memory of that exalted man, to his country, and his friends, to publish to the world such facts and circumstances as have produced a decisive conviction in his own mind. That he cannot have been mistaken in the belief he has formed on these points.

1st. Besides the testimonies of Bishop Moore, and the paper containing an express declaration, under General Hamilton's own hand, enclosed to his friend in a packet, not to be delivered but in the event of his death, and which have already been published, General Hamilton informed Mr. P. at least ten days previous to the affair, that he had doubts whether he would not receive and not return Mr. Burr's first fire. Mr. P. remonstrated against this determination, and urged many considerations against it. As dangerous to himself and not necessarily in the particular case, when every ground of accommodation, not humiliating, had been proposed and rejected. He said he would not decide lightly, but take time to deliberate fully. It was incidentally again at their occasional subsequent conversations, and on the evening preceding the time of the appointed interview, he informed Mr. P. he had made up his mind *not to fire at Col. Burr the first time, but to receive his fire, and fire in the air.* Mr. P. again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. P's mind which can never be effaced. "My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed."

2d. His last words before he was wounded afford a proof that this purpose had not changed. When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, "*Not this time.*"

3rd. After he was wounded, and laid in the boat, the first words he uttered after recovering the power of speech, were, (addressing himself to a gentleman present, who perfectly well remembers it) "*Pendleton knows I did not mean to fire at Col. Burr the first time.*"

4th. The determination had been communicated by Mr. P. to that gentleman that morning, before they left the city.

5th. The pistol that had been used by General Hamilton, lying loose over the other apparatus in the case which was open; after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said “Take care of that pistol – it is cocked. It may go off and do mischief.” This is also remembered by the gentleman alluded to.

This shews he was not sensible of having fired at all. If he had fired previous to receiving the wound, he would have remembered it, and therefore have known that the pistol could not go off; but if afterwards it must have been the effect of an involuntary exertion of the muscles produced by a mortal wound, in which case, he could not have been conscious of having fired.

6. Mr. P. having so strong a conviction that if General Hamilton had fired first, it could not have escaped his attention (all his anxiety being alive for the effect of the first fire, and having no reason to believe the friend of Col. Burr was not sincere in the contrary opinion) he determined to go to the spot where the affair took place, to see if he could not discover some traces of the course of the ball from Gen. Hamilton.

He took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; he having fallen on the left. The part of the limb through which the ball passed was cut off and brought to this city, and is now in Mr. Church’s possession.

No inferences are pointed out as a result from these facts, nor will any comments be made. They are left to the candid judgment and feelings of the public.

Statement by Nathaniel Pendleton (AH’s Second)
July 19, 1804 (Hamilton: Writings);
July 16, 1804 (Freeman p 192)

Source: Alexander Hamilton: Writings. (2001) Library of America. New York.

Teacher Resource 2

Document (Complete Version for Teacher)

The second of G H having considered it proper to subjoin an explanatory note to the statement mutually furnished, it becomes proper for the gentleman who attended Col Burr to state also his impressions with respect to those points on which their [sic] exists a variance of opinion. In doing this he pointedly disclaims any idea disrespectful of the memory of G H, or an intention to ascribe any conduct to him that is not in his opinion perfectly honorable and correct.

The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary, at the same time feeling his pockets with his left hand, & drawing forth his spectacles put them on. The second asked if they were prepared which was replied to in the affirmative. The word present was then given, on which both parties took aim. The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening. On this point the second of Col Burr has full & perfect recollection. He noticed particularly the discharge of G H's pistol, & looked at Col B on the discharge of G H's pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot, & observed that the smoke of G H's pistol obscured him for a moment in the interval of their firing.

When G H fell Col B advanced toward him as stated & was checked by his second who urged the importance of his immediately repairing to the barge, conceiving that G H was mortally wounded, & being desirous to secure his principal from the sight of the surgeon & bargemen who might be called in evidence. Col B complied with his request.

He shortly followed him to the boat, and Col B again expressed a wish to return, saying with an expression of much concern, I must go & speak to him. I again urged the obvious impropriety stating that the G was surrounded by the Surgeon & Bargemen by whom he must not be seen & insisted on immediate departure.

Statement by William P. Van Ness
July 21, 1804 (Hamilton: Writings p 1031);
July 17, 1804 (Freeman 192)

Source: Alexander Hamilton: Writings. (2001) Library of America. New York.

Appendix 1

Statement of Alexander Hamilton's Second – Nathaniel Pendleton

The Statement containing the facts that led to the interview between General Hamilton and Col. Burr, published in the Evening Post on Monday, studiously avoided mentioning any particulars of what passed at the place of meeting. This was dictated by suitable considerations at the time, and with the intention, that whatever it might be deemed proper to lay before the public, should be made the subject of a future communication. The following is therefore now submitted.

In the interviews that have since taken place between the gentlemen that were present, they have not been able to agree in two important facts that passed there – for which reason nothing was said on those subjects in the paper lately published as to other particulars in which they were agreed.

Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr. Mr. V. N. seemed equally confident in the opinion that Gen. H. did fire first – and of course that it must have been at his antagonist.

General Hamilton's friend thinks it to be a sacred duty he owes to the memory of that exalted man, to his country, and his friends, to publish to the world such facts and circumstances as have produced a decisive conviction in his own mind. That he cannot have been mistaken in the belief he has formed on these points.

1st. Besides the testimonies of Bishop Moore, and the paper containing an express declaration, under General Hamilton's own hand, enclosed to his friend in a packet, not to be delivered but in the event of his death, and which have already been published, General Hamilton informed Mr. P. at least ten days previous to the affair, that he had doubts whether he would not receive and not return Mr. Burr's first fire. Mr. P. remonstrated against this determination, and urged many considerations against it. As dangerous to himself and not necessarily in the particular case, when every ground of accommodation, not humiliating, had been proposed and rejected. He said he would not decide lightly, but take time to deliberate fully. It was incidentally again at their occasional subsequent conversations, and on the evening preceding the time of the appointed interview, he informed Mr. P. he had made up his mind not to fire at Col. Burr the first time, but to receive his fire, and fire in the air. Mr. P. again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. P's mind which can never be effaced. "My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed."

2d. His last words before he was wounded afford a proof that this purpose had not changed. When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, "Not this time."

3rd. After he was wounded, and laid in the boat, the first words he uttered after recovering the power of speech, were, (addressing himself to a gentleman present, who perfectly will remembers it) "Pendleton knows I did not mean to fire at Col. Burr the first time."

4th. The determination had been communicated by Mr. P. to that gentleman that morning, before they left the city.

5th. The pistol that had been used by General Hamilton, lying loose near the other apparatus in the case which was open, after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said "Take care of that pistol – it is cocked. It may go off and do mischief." This is also remembered by the gentleman alluded to. This shows he was not sensible of having fired at all. If he had fired previous to receiving the wound, he would have remembered it, and therefore have known that the pistol could not go off, but if afterwards it must have been the effect of an involuntary exertion of the muscles produced by a mortal wound, in which case, he could not have been conscious of having fired.

6. Mr. P. having so strong a conviction that if General Hamilton had fired first, it could not have escaped his attention (all his anxiety being alive for the effect of the first fire, and having no reason to believe the friend of Col. Burr was not sincere in the contrary opinion) he determined to go to the spot where the affair took place, to see if he could not discover some traces of the course of the ball from Gen. Hamilton.

He took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; he having fallen on the left. The part of the limb through which the ball passed was cut off and brought to this city, and is now in Mr. Church's possession.

No inferences are pointed out as a result from these facts, nor will any comments be made. They are left to the candid judgment and feelings of the public.
-Statement by Nathaniel Pendleton (Hamilton's Second), July 19, 1804 (Hamilton: Writings), July 16, 1894 (according to Freeman pg. 192)

Source: Alexander Hamilton: Writings. (2001) Library of America. New York.

Appendix 2

Statement of Aaron Burr's Second – William Van Ness

General Hamilton's second considered it proper to add an explanatory note to the statement mutually supplied. It becomes proper for Colonel Burr's second to state also his impressions with respect to those points on which there exists a disagreement of opinion. In doing this, he bluntly disclaims any idea disrespectful of the memory of General Hamilton, or an intention to ascribe any conduct to him that is not in his opinion perfectly honorable and correct.

The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary, at the same time feeling his pockets with his left hand, & drawing forth his spectacles put them on. The second asked if they were prepared which was replied to in the affirmative. The word present was then given, on which both parties too aim. The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening. On this point the second of Col Burr has full & perfect recollection. He noticed particularly the discharge of G H's pistol, & looked at Col B on the discharge of G H's pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot, & observed that the smoke of G H's pistol obscured him for a moment in the interval of their firing.

When G H fell Col B advanced toward him as stated & was checked by his second who urged the importance of his immediately repairing to the barge, conceiving that G H was mortally wounded, & being desirous to secure h is principal from the sight of the surgeon & bargemen who might be called in evidence. Col B complied with his request. He shortly followed him to the boat, and Col B again expressed a wish to return, saying with an expression of much concern, I must go & speak to him. I again urged the obvious impropriety stating that the G was surrounded by the Surgeon & Bargemen by whom he must not be see & insisted on immediate departure.

*-Statement by William P. Van Ness (Burr's Second)
July 21, 1804 (Hamilton: Writings p 1031); July 17, 1804 (Freeman 102)*

Source: Alexander Hamilton: Writings. (2001) Library of America. New York.

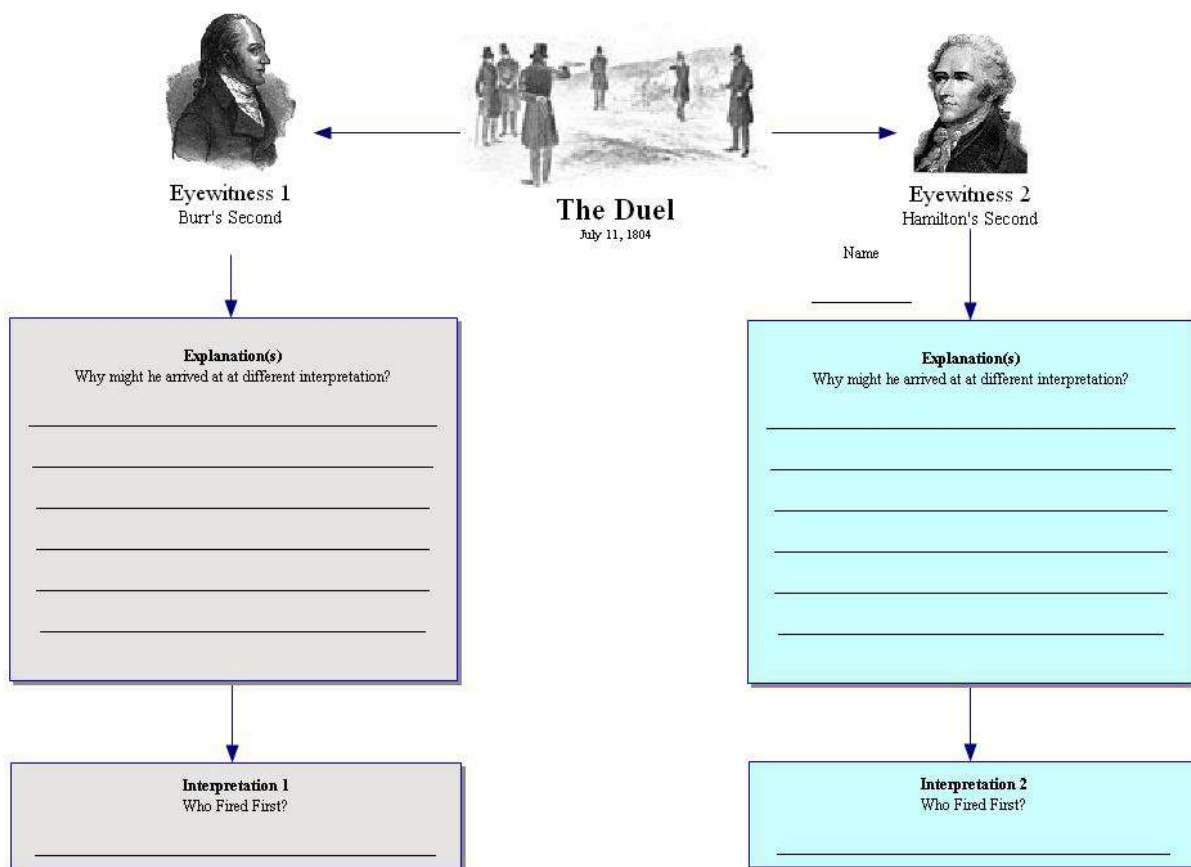
Appendix 3

Graphic Organizer – Duel Interpretations

Duel

Who Fired First?

(Why might two people arrive at different interpretations of the same event?)



Lesson 5



Weighing the Evidence



Abstract: In this lesson, students will weigh evidence available to those investigating a longstanding mystery surrounding the Burr-Hamilton duel. The mystery involves the question, “Who fired first?”

Essential Question

- Why are there different explanations of the same event in history?

Materials Needed

- Scale (if available) – borrow one from a science teacher or you can also use a hanger and hang the evidence appropriately over the different ends (see Procedure 6)
- Copies of [Appendix 1 – Know/Not Chart](#)
- Copies of [Appendix 2 – Evidence Strips](#)
- Scissors
- Copies of [Appendix 3 – Re-write History – Tragedy at Weehawken](#)

Vocabulary

- “Interview” (19th Century codeword for duel), eyewitness, evidence, hearsay, bias, corroborate

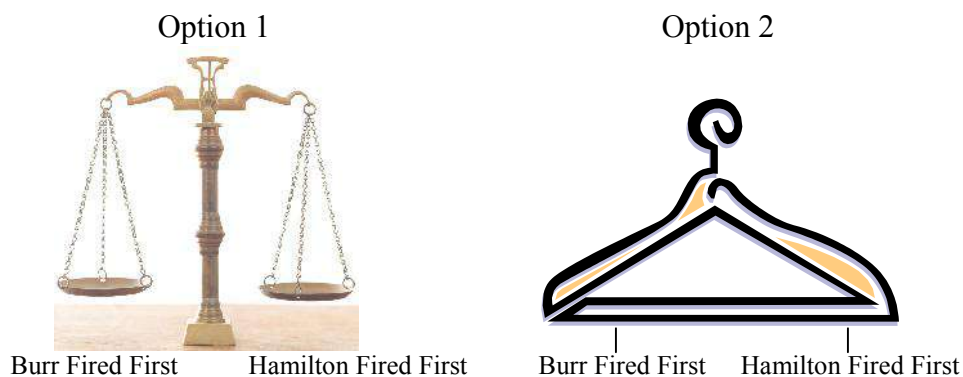
Procedures

1. *Activate Prior Knowledge* (surface preconceptions): Ask students to complete the Know/Not Chart available on [Appendix 1](#). What do we **know** about the Burr-Hamilton duel? What do we still **not** know? Have students share their responses. Highlight the fact that historians still debate who fired the first shot.
2. *Preview the Lesson:* Today’s lesson is an attempt to enter students further into the historical debate. They are going to *do history* by weighing evidence that is considered when addressing the question “*who fired first?*” After weighing the evidence students will be asked to formulate a response that is supported by evidence.
3. *Weigh Evidence in Collaborative Pairs:* Students are to work in collaborative pairs for this activity. Distribute [Appendix 2 – Evidence Strips](#) and a pair of scissors to each pair.

Appendix 2 contains numerous pieces of possible evidence presented in three different sized strips on each page. The different sizes represent varying weights of the evidence (strong, moderate, weak). After analyzing and discussing each piece of evidence with the question *who fired first* in mind, students should cut out that strip that represents their conclusions about the evidence and be prepared to explain why it should be considered strong, moderate, or weak.

Note: Students may argue effectively that a certain piece of evidence supports neither or both positions.

4. *Brainstorm:* Ask...what questions might you (students) ask of the evidence to help determine its strength as you consider the question *who fired first?*
5. Post/distribute and discuss the following questions to guide student thinking as they analyze the evidence:
 - a. What is the source of the evidence (who said it)? Does it matter, “who said it?”
 - b. What do we know about the person who provided the evidence?
 - c. Did the person witness the event (duel)? Does this matter?
 - d. Did the author of the document have any notable biases? What are they?
 - e. What is the date of the source? How close in time to the event (duel) is the source—was it created during, immediately after, a day later, a week later...? Does this matter? (*may be an appropriate time for a “whisper down the lane” exercise*)
 - f. Does the evidence seem consistent with what you know about the event (duel) or the people involved in the event (duel)?
 - g. Is the evidence or statement consistent with what you know about the time in which the duel took place?
 - h. Is the evidence or statement hearsay (e.g., “someone told me”) or eyewitness testimony (e.g., “I saw...”) ? Does this matter?
 - i. Do other pieces of evidence corroborate what is in the source or statement?
6. Call different students up to place their evidence strips on the side of the scale that is supported by that particular piece of the evidence. Alternatively, they can fold the evidence strip and hang it over the appropriate side of the hanger. See below for an illustration of what the scale might look like:



Allow time for student to challenge conclusions to reinforce the idea that history is interpretive and that there can be different conclusions.

7. *Whole-Class Discussion:* Raise the following questions after students have placed all of the evidence provided in this lesson on the scale:
 - a. Where does the evidence lean most heavily—did Burr or Hamilton fire the first shot?
 - b. Do we now have enough evidence to conclude that we know what happened on July 11, 1804?
 - c. What does this unit suggest to us about history—is it fact, interpretation, or both?

- d. Given that history is largely interpretive, how should this unit affect how we read history?
8. *Write History*: Remind students of the reading from Lesson 3 entitled “Tragedy at Weehawken.” Distribute copies of the altered reading provided in [Appendix 3](#). Appendix 3 contains almost all of the same information as the reading from Lesson 3 except that the ending from Lesson 3 reading is cut off so that students can write their own ending. Have each student write their own ending with attention to the question *who fired the first shot?* Compare and contrast the endings written by students. (**Note:** Tell students to save their stories as they will refer back to them in the next lesson.)
9. *Whole-Class Discussion*:
- Are you surprised that classmates wrote different accounts? Why or why not?
 - What should your history textbook state about the duel?
 - Should you be surprised if there are different accounts of the past found in different history books? Why or why not?
 - What questions should you ask if you encounter (only) one account of an event in a source such as a (text)book or encyclopedia?

Debrief

Be careful not to leave the students with the impression that historical claims must be backed up by a lot of evidence. Sometimes it only takes a single piece of evidence to substantiate or refute a claim.

Check for Understanding

“Hamilton did fire his weapon intentionally and he fired first. But he aimed to miss Burr, sending his ball into the tree above and behind Burr’s location. In doing so, he did not withhold his shot, but he did waste it....”

Joseph Ellis
Founding Brothers (2000) p. 30

Joseph Ellis won the very prestigious Pulitzer Prize for his book *Founding Brothers*. Has Joseph Ellis finally settled the dispute over who fired the first shot on July 11, 1804? Explain.

Appendix 1
Know-Not Chart

Name: _____

| I Know What do I know about the Burr-Hamilton duel? | I Do Not Know What do I still not know about the Burr-Hamilton duel? |
|---|--|
| | |

Appendix 2

Evidence Strips

- A. Hamilton was given the choice and took a position with sun in his eyes that gave the advantage to Burr. ***“The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary....”***
Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804
- B. Van Ness stated that Hamilton “first discharged.” ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”***
Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804
- C. Pendleton stated that AH fired first. ***“Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr.”***
Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804
- D. Mr. Van Ness stated that Hamilton paused to put on his glasses. ***“The parties met...& took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but...feeling his pockets with his left hand, & drawing forth his spectacles put them on.”***
Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804
- E. Night before the duel Pendleton states that Hamilton told him he would not fire at Burr. ***“...on the evening preceding the time of the appointed interview, he informed Mr. P. he had made up his mind not to fire at Col. Burr the first time, but to receive his fire, and fire in the air. Mr. P. again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. P’s mind which can never be effaced. “My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed.”***
Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

- F. The day before the duel Hamilton wrote that he would “throw away” his “first fire.” ***“...I have resolved, if our interview is conducted in the usual manner, and it pleases God to give me the opportunity, to reserve and throw away my first fire, and I have thoughts even of reserving my second fire – and thus give a double opportunity to Col Burr to pause and reflect.”***

Written “remarks:” Alexander Hamilton
July 10, 1804

- G. Van Ness wrote that Burr said he stumbled after AH fired and held his fire until he could see through the smoke. ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening...the smoke of G H’s pistol obscured him for a moment in the interval of their firing.”***

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

- H. His own second states that Hamilton’s pistol had a hair trigger. ***“His last words before he was wounded...he was asked if he would have the hair spring set?”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

- I. Pendleton said Hamilton’s last words before the shots were “Not this time” when Pendleton asked if he should set the hair trigger. ***“His last words before he was wounded afford a proof.... When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, “Not this time.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

- J. Van Ness stated that Hamilton “first discharged.” ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”***

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

- K. Pendleton states that his first words after being shot and placed in the rowboat were ***“Pendleton knows I did not mean to fire at Col. Burr the first time.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

- L. On the way back to the city Pendleton states that Hamilton gained consciousness and cautioned others to be careful with his pistol: ***“The pistol that had been used by General Hamilton, lying loose over the other apparatus in the case which was open; after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said “Take care of that pistol – it is cocked. It may go off and do mischief.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

M. Van Ness stated that he looked at Burr after Hamilton fired and saw him stumble. ***“He noticed particularly the discharge of G H’s pistol, & looked at Col B on the discharge of G H’s pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot... in the interval of their firing.”***

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

N. Hamilton’s second, Nathaniel Pendleton, returned to the scene of the duel the next day to see if there might be evidence that would help settle the question—*who fired first*. He wrote that he ***“took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; he having fallen on the left. The part of the limb through which the ball passed was cut off and brought to this city...”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

O. “...The most abominable falsehoods are current and have issued from the house in which H. [Hamilton] now lies...”

Aaron Burr to William P. Van Ness
July 13, 1804

“...I refer you to the Morning Chronicle* [a newspaper] of the 17th inst. [July]...The following incidents will shew what reliance may be placed on those declarations of H. which assert that he did not mean to injure me &c &ca....when the word “present” – was given, he took aim at his adversary & fired very promptly – the other fired two or three seconds after him & the Gen[era]l instantly fell exclaiming “I am a dead Man...”

Aaron Burr to Charles Biddle
July 18, 1804

Appendix 2

Evidence Strips

Evidence A

Level 3: Strong Evidence

Hamilton was given the choice and took a position with sun in his eyes that gave the advantage to Burr. *“The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen. Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary....”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 2: Moderate Evidence

Hamilton was given the choice and took a position with sun in his eyes that gave the advantage to Burr. *“The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen. Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary....”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 1: Weak Evidence

Hamilton was given the choice and took a position with sun in his eyes that gave the advantage to Burr. *“The parties met as has been above related & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but the direction of the light renders it necessary....”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Evidence B

Level 3: Strong Evidence

Van Ness stated that Hamilton “first discharged.” ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”***

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 2: Moderate Evidence

Van Ness stated that Hamilton “first discharged.” ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”***

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 1: Weak Evidence

Van Ness stated that Hamilton “first discharged.” ***“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”***

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Evidence C

Level 3: Strong Evidence

Pendleton stated that Alexander Hamilton fired first. ***“Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

Level 2: Moderate Evidence

Pendleton stated that Alexander Hamilton fired first. ***“Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

Level 1: Weak Evidence

Pendleton stated that Alexander Hamilton fired first. ***“Mr. P. expressed a confident opinion that General Hamilton did not fire first – and that he did not fire at all at Col. Burr.”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

Evidence D

Level 3: Strong Evidence

Mr. Van Ness stated that Hamilton paused to put on his glasses.

“The parties met... & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen. Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but... feeling his pockets with his left hand, & drawing forth his spectacles put them on.”

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 2: Moderate Evidence

Mr. Van Ness stated that Hamilton paused to put on his glasses. ***“The parties met...&***

took their respective stations as directed: the pistols were then handed to them by the seconds. Gen. Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but...feeling his pockets with his left hand, & drawing forth his spectacles put them on.”

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 1: Weak Evidence

Mr. Van Ness stated that Hamilton paused to put on his glasses. ***“The parties met... & took their respective stations as directed: the pistols were then handed to them by the seconds. Gen Hamilton elevated his, as if to try the light, & lowering it said I beg pardon for delaying you but... feeling his pockets with his left hand, & drawing forth his spectacles put them on.”***

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Evidence E

Level 3: Strong Evidence

Night before the duel Pendleton states that Hamilton told him he would not fire at Burr. *“...on the evening preceding the time of the appointed interview, he informed Mr. Pendleton he had made up his mind not to fire at Col. Burr the first time, but to receive his fire, and fire in the air. Mr. Pendleton again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. Pendleton’s mind which can never be effaced. “My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed.”*

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

Level 2: Moderate Evidence

Night before the duel Pendleton states that Hamilton told him he would not fire at Burr. *“...on the evening preceding the time of the appointed interview, he informed Mr. Pendleton he had made up his mind not to fire at Col. Burr the first time, but to receive his fire, and fire in the air. Mr. Pendleton again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. Pendleton’s mind which can never be effaced. “My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed.”*

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

Level 1: Weak Evidence

Night before the duel Pendleton states that Hamilton told him he would not fire at Burr. *“...on the evening preceding the time of the appointed interview, he informed Mr. Pendleton he had made up his mind not to fire at Col. Burr the first time, but to receive his fire, and fire in the air. Mr. Pendleton again urged his upon this subject, and repeated his former arguments. His final answer was in terms that made an impression on Mr. Pendleton’s mind which can never be effaced. “My friend, it is the effect of a RELIGIOUS SCRUPLE, and does not admit of reasoning, it is useless to say more on the subject, as my purpose is infinitely fixed.”*

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

Evidence F

Level 3: Strong Evidence

The day before the duel Hamilton wrote that he would “throw away” his “first fire.” *“... I have resolved, if our interview is conducted in the usual manner, and it pleases God to give me the opportunity, to reserve and throw away my first fire, and I have thoughts even of reserving my second fire – and thus give a double opportunity to Col Burr to pause and reflect.”*

Written “remarks:” Alexander Hamilton
July 10, 1804

Level 2: Moderate Evidence

The day before the duel Hamilton wrote that he would “throw away” his “first fire.” *“... I have resolved, if our interview is conducted in the usual manner, and it pleases God to give me the opportunity, to reserve and throw away my first fire, and I have thoughts even of reserving my second fire – and thus give a double opportunity to Col Burr to pause and reflect.”*

Written “remarks:” Alexander Hamilton
July 10, 1804

Level 1: Weak Evidence

The day before the duel Hamilton wrote that he would “throw away” his “first fire.” *“... I have resolved, if our interview is conducted in the usual manner, and it pleases God to give me the opportunity, to reserve and throw away my first fire, and I have thoughts even of reserving my second fire – and thus give a double opportunity to Col Burr to pause and reflect.”*

Written “remarks:” Alexander Hamilton
July 10, 1804

Evidence G

Level 3: Strong Evidence

Van Ness wrote that Burr said he stumbled after Alexander Hamilton fired and held his fire until he could see through the smoke. *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening... the smoke of General Hamilton’s pistol obscured him for a moment in the interval of their firing.”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 2: Moderate Evidence

Van Ness wrote that Burr said he stumbled after Alexander Hamilton fired and held his fire until he could see through the smoke. *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening... the smoke of General Hamilton’s pistol obscured him for a moment in the interval of their firing.”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 1: Weak Evidence

Van Ness wrote that Burr said he stumbled after Alexander Hamilton fired and held his fire until he could see through the smoke. *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening... the smoke of General Hamilton’s pistol obscured him for a moment in the interval of their firing.”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Evidence H

Level 3: Strong Evidence

His own second states that Hamilton's pistol had a hair trigger. *"His last words before he was wounded... he was asked if he would have the hair spring set?"*

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Level 2: Moderate Evidence

His own second states that Hamilton's pistol had a hair trigger. *"His last words before he was wounded... he was asked if he would have the hair spring set?"*

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Level 1: Weak Evidence

His own second states that Hamilton's pistol had a hair trigger. *"His last words before he was wounded... he was asked if he would have the hair spring set?"*

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Evidence I

Level 3: Strong Evidence

Pendleton said Hamilton's last words before the shots were "Not this time" when Pendleton asked if he should set the hair trigger. *"His last words before he was wounded afford a proof.... When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, "Not this time."*

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Level 2: Moderate Evidence

Pendleton said Hamilton's last words before the shots were "Not this time" when Pendleton asked if he should set the hair trigger. *"His last words before he was wounded afford a proof.... When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, "Not this time."*

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Level 1: Weak Evidence

Pendleton said Hamilton's last words before the shots were "Not this time" when Pendleton asked if he should set the hair trigger. *"His last words before he was wounded afford a proof.... When he received his pistol, after having taken his position, he was asked if he would have the hair spring set? His answer was, "Not this time."*

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Evidence J

Level 3: Strong Evidence

Van Ness stated that Hamilton “first discharged.” *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 2: Moderate Evidence

Van Ness stated that Hamilton “first discharged.” *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 1: Weak Evidence

Van Ness stated that Hamilton “first discharged.” *“The pistol of General Hamilton was first discharged, and Col Burr fired immediately after, only five or six seconds of time intervening.”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Evidence K

Level 3: Strong Evidence

Pendleton stated that Hamilton's first words after being shot and placed in the rowboat were, "***Pendleton knows I did not mean to fire at Col. Burr the first time.***"

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Level 2: Moderate Evidence

Pendleton stated that Hamilton's first words after being shot and placed in the rowboat were, "***Pendleton knows I did not mean to fire at Col. Burr the first time.***"

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Level 1: Weak Evidence

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Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Evidence L

Level 3: Strong Evidence

On the way back to the city Pendleton states that Hamilton gained consciousness and cautioned others to be careful with his pistol:

“The pistol that had been used by General Hamilton, lying loose over the other apparatus in the case which was open; after having been some time in the boat, one of the boatmen took hold of it to put it into the case. General Hamilton observed this, said “Take care of that pistol – it is cocked. It may go off and do mischief.”

Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

Level 2: Moderate Evidence

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Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
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Level 1: Weak Evidence

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Excerpt, Statement of Nathaniel Pendleton (Hamilton’s Second)
July 16 or 19, 1804

Evidence M

Level 3: Strong Evidence

Van Ness stated that he looked at Burr after Hamilton fired and saw him stumble *“He noticed particularly the discharge of General Hamilton’s pistol, & looked at Col. Burr on the discharge of General Hamilton’s pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot... in the interval of their firing.”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 2: Moderate Evidence

Van Ness stated that he looked at Burr after Hamilton fired and saw him stumble *“He noticed particularly the discharge of General Hamilton’s pistol, & looked at Col. Burr on the discharge of General Hamilton’s pistol he perceived a slight motion in his person, which induced the idea of his being struck. On this point he conversed with his principal on their return, who ascribed that circumstance to a small stone under his foot... in the interval of their firing.”*

Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Level 1: Weak Evidence

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Excerpt, Statement of William Van Ness (Burr’s Second)
July 17 or 21, 1804

Evidence N

Level 3: Strong Evidence

Hamilton's second, Nathaniel Pendleton, returned to the scene of the duel the next day to see if there might be evidence that would help settle the question – *who fired first*. He wrote that he ***“took a friend with him the day after General Hamilton died, and after some examination they fortunately found what they were in search of. They ascertained that the ball passed through the limb of a cedar tree, at an elevation of about twelve feet and a half, perpendicularly from the ground, between thirteen and fourteen feet from the mark on which General Hamilton stood, and about four feet wide of the direct line between him and Colonel Burr, on the right side; he having fallen on the left. The part of the limb through which the ball passed was cut off and brought to this city....”***

Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Level 2: Moderate Evidence

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Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Evidence N (continued)

Level 1: Weak Evidence

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Excerpt, Statement of Nathaniel Pendleton (Hamilton's Second)
July 16 or 19, 1804

Evidence O

Level 3: Strong Evidence

Aaron Burr shared his thoughts in two letters written shortly after the duel: "... the most abominable falsehoods are current and have issued from the house in which H. [Hamilton] now lies...."

Aaron Burr to William P. Van Ness
July 13, 1804

"... I refer you to the Morning Chronicle* [a newspaper] of the 17th inst. [July].... The following incidents will shew what reliance may be placed on those declarations of H. which assert that he did not mean to injure me &c &ca....when the word "present" – was given, he took aim at his adversary & fired very promptly – the other fired two or three seconds after him & the Gen[era]l instantly fell exclaiming "I am a dead Man...."

Aaron Burr to Charles Biddle
July 18, 1804

Source: Kline, 884-887.

Level 2: Moderate Evidence

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July 13, 1804

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Aaron Burr to Charles Biddle
July 18, 1804

Evidence O (continued)

Level 1: Weak Evidence

Aaron Burr shared his thoughts in two letters written shortly after the duel: "... the most abominable falsehoods are current and have issued from the house in which H. [Hamilton] now lies..."

Aaron Burr to William P. Van Ness
July 13, 1804

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Aaron Burr to Charles Biddle
July 18, 1804

Appendix 3

Rewrite History – Tragedy at Weehawken



Aaron Burr



Alexander Hamilton

At around 5:00 on the morning of July 11, 1804, the Vice-President of the United States and a former Treasurer of the United States were rowed in separate boats across the Hudson River from New York City to a secret location on cliffs near Weehawken, New Jersey. The Vice-President was 48-year-old Aaron Burr. The former Treasurer was the Vice-President’s longtime rival Alexander Hamilton. The two men went to Weehawken to duel. Burr challenged Hamilton to a duel after he read an article that said Hamilton held a “despicable opinion... of Mr. Burr.” Since Burr challenged Hamilton, Hamilton got to select the weapons that would be used in the duel. He chose pistols.

Both Hamilton and Burr brought a “second” or trusted friend. The seconds’ jobs were to make sure that each man followed the rules for dueling and to help their friends if they were wounded. Alexander Hamilton brought Nathaniel Pendleton while Vice-President Burr brought William Van Ness.

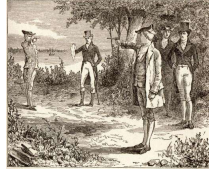
The two seconds were the only people to witness the duel because dueling was illegal. The men who rowed Hamilton and Burr, as well as a doctor David Hosack who went in case of injuries, had to stay below in the rowboats so that they could state honestly that they did not witness the duel and, therefore, not be in a position to testify against the duelists if they were charged with a crime. Sadly, even though dueling was illegal in most states back then, it was not uncommon. Wealthy men, in particular, thought that dueling was the only way to defend their honor when that honor was seriously attacked.

Following the rules for dueling, Aaron Burr and Alexander Hamilton stood 10 paces apart. Moments after the authorized second said “present,” _____

(use back of paper if needed)

Lesson 6

Dueling Images



Abstract: In this lesson, students examine visual images of the duel between Aaron Burr and Alexander Hamilton. The visuals offers new contexts in which students hone their historical thinking skills, corroborate or refute preliminary conclusions using the additional evidence, and work with alternatives to traditional word-based texts that challenge many younger readers.

Essential Question

- Why are there different *images* of the same event in history?

Materials Needed

- Transparency or projected image of [Appendix 1 – \(Reflection Tool\) Historical Thinking – Visual Images](#)
- Transparency marker.
- Copies of [Appendix 2 – Images of the Duel](#)
- Scissors for groups of students
- Copies of [Appendix 3 – Cover Page](#)
- Students revised stories – “Tragedy at Weehawken” that they completed in Lesson 5 ([Appendix 3](#))

Vocabulary

- Accurate, bias, corroborate, evidence, point of view, refute

Procedures:

1. *Review:* Remind students that our focus is on trying to answer the question, *who fired the first shot at the Burr-Hamilton duel on July 11, 1804?* Ask them where the evidence seems to be pointing at this time based on the documentary evidence and the questions that they have used to interrogate those documents.
2. *Preview this Lesson:* Remind students that they just analyzed one type of evidence (i.e., documents) relating to the duel between Burr and Hamilton. Now, they are going to interrogate a different type of evidence, i.e., visual.
3. *Independent Think Aloud:* Ask students to take out a piece of paper and a pencil or pen. Tell them that you are going to pass out an image of the duel and that you want them to write down what they are thinking as they analyze the image. Distribute (or project) a copy of [Image 1](#) on Appendix 2 to each student and ask them to *quietly* and *independently* analyze

the image and write down what they are thinking. Tell them to include **any** thoughts or questions that come to mind. Invite volunteers to share their thoughts and questions.

4. *Model Think Aloud:* Project a copy of [Appendix 1 – \(Reflection Tool\) Historical Thinking – Visual Images](#). Tell students that there are certain things that historians think about as they look at images of historical events. The Appendix on the screen depicts some of them. Read each statement on the left hand column, making sure the students understand the mental activity it is describing. Have students reflect on what they did while looking at [Image 1](#) and raise their hands if they did it “Not Much, A Little, etc.” and record the baseline data. Tell them that they are now going to look at several different images of the duel and that you want them to employ the same line of thinking or do the things that are on Appendix 1 as they analyze the various images.
5. Distribute copies of [Appendix 2 – Images of the Duel](#) and ask students to cut the multiple page appendix into individual images. Then they should begin analyzing the images, looking carefully for what appear to be accuracies and inaccuracies. Allow sufficient time to cut and analyze.
6. *Reflection:* Distribute copies of [Appendix 1 – \(Reflection Tool\) Historical Thinking – Visual Images](#) to each of the students. Have them reflect on how often they did each of the things listed in the left hand column. Record the post instructional data and reward any improvements in their “historical thinking.”
7. *Discussion:* Pose the following questions to the whole class (questions that are asterisked in this lesson are drawn from Bruce VanSledright’s *In Search of America’s Past: learning to read history in elementary school*).
 - *Did you notice any differences in the images? Describe some.
 - *The images all describe the same duel between Burr and Hamilton so why are there differences?
 - *Where do the images come from?
 - When do you think the images were created?
 - Does it matter when the image was created? If so, how?
 - *How do they compare to the documents? Do they support or challenge the documents you analyzed in earlier lessons?
8. *Order the Images:* Tell the students that their next task is to use what they have learned from the documents to arrange the images left (least accurate) to right (most accurate).
Have volunteers suggest and explain an ordering of the visuals one at a time. Those who volunteer should come up to the front of the room with their image held out for all to see and explain why it should be placed where he or she recommends. Ask volunteers to do the same with other images, situating themselves to the left or right of other students who volunteered based on where the visual should appear on the Accuracy Continuum. Raise the following question repeatedly: *Why is Image ___ more accurate than the other images?

Allow others to raise challenges to the ordering.

Check to see if students are comparing the images to evidence they gathered from documents in earlier lessons. Be sure to encourage this if the students are not doing it themselves.

9. Have students take out their revised story “Tragedy at Weehawken” that they completed in Lesson 5 ([Appendix 3](#)). Then, distribute copies of [Appendix 3 – Cover Page – Tragedy at Weehawken](#). Tell the students to select one image that they believe is the most accurate image for the book cover of their story and tape or glue it onto Appendix 3 and explain why they chose that image is the space provided at the bottom of the page.

Students can staple their covers to the revised stories to create their “history book.”

Debrief

Ask students to consider both the documents they read and the images they viewed to draw conclusions to the question, who fired the first shot – Burr or Hamilton?

Note to Teacher: Reflecting upon his research with historical thinking involving 5th grade students in Maryland, Bruce VanSledright writes, “To conclude... that it is difficult to reach definitive conclusions about some historical events because the evidence is thin and conflictual is a significant cognitive achievement that may well be a crucial distinction between novice and more expert status in the history domain.” (VanSledright, *In Search of...* 134)

Check for Understanding

Return copies of the Anticipation/Response Guides that students responded to in [Lesson 2 \(Appendix 1\)](#).

- ❖ Have students re-read each statement in the Guide.
- ❖ Have students write “Agree” or “Disagree” in the far right column labeled “Response After the Unit.”

Appendix 1 – Reflection Tool

Historical Thinking: Visual Evidence

Name: _____

Directions: Place a check in the box that describes how often you did each of the things listed in the left hand column.

| | Not Much | A Little | Most of Time | Always |
|--|-------------|-------------|-----------------|--------|
| I tried to figure out who created the image. | | | | |
| I thought about the biases of the person who created the image. | | | | |
| I tried to infer the point of view of the person who created the image. | | | | |
| I tried to figure out when the image was created. | | | | |
| I looked for things that seemed similar to what I read in <i>documents</i> . | | | | |
| I looked for things that seemed different from what I read in <i>documents</i> . | | | | |
| I compared and contrasted the <i>visuals</i> to determine how they were similar or different. | | | | |
| I thought about which visuals seemed accurate and which seemed inaccurate . | | | | |

Appendix 2

Images of the Duel

Image 1



The Granger Collection: half tone print. 19th Century. Hand colored at a later date.

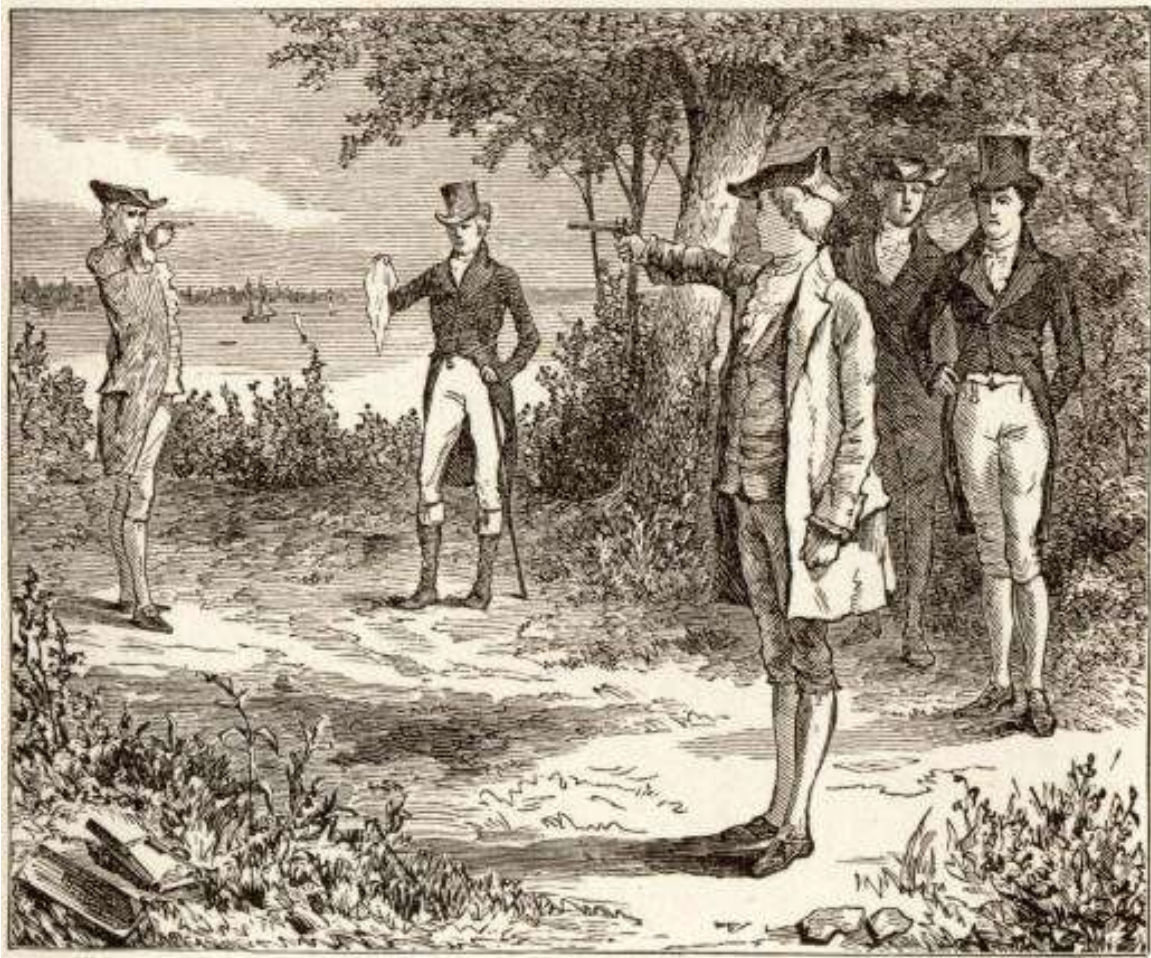
Image 2



Duel between Alexander Hamilton and Aaron Burr after the painting by J. Mund. From the Project Gutenberg e-Book. Beacon lights of History, Volume XI American Founders, by John Lord (1810-1894). <http://www.gutenberg.org/etext/10644> Copyright unknown.

Painting by J. Mund—From <http://www.gutenberg.org/dirs/1/0/6/4/10644/10644-h/Illus0368.jpg>

Image 3



Description: A duel between Alexander Hamilton and Aaron Burr, in which Hamilton was killed.

Source: David B. Scott *A School History of the United States* (New York: American Book Company, 1884) 243. Wood Engraving, American, c1883.

Image 4



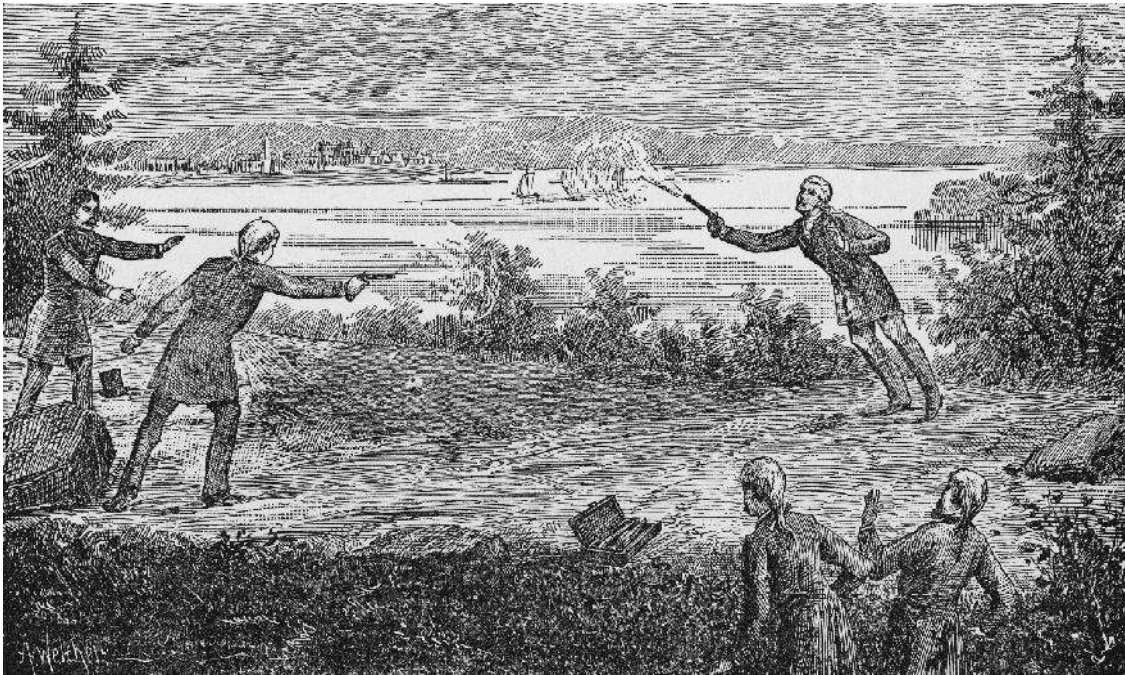
The Granger Collection, New York. Artist: Hooper. Wood engraving, c1874.

Image 5



Image from the book, Alexander Hamilton and Aaron Burr *Their Lives, Their Times, Their Duel* by Anna Erskine Crouse and Russel Crouse, published in 1958.

Image 6



The Granger Collection, New York. Wood engraving, American, c 1892

Appendix 3 – Cover Page

**Tragedy
at Weehawken**

Place image here

by

_____ (your name)

Explanation: why did you select this image?

References

Children's Literature

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- Wineburg, S. S. (2001). *Historical thinking and other unnatural acts : Charting the future of teaching the past*. Philadelphia: Temple University Press.
- Website:** The American Experience – *The Duel* at <http://www.pbs.org/wgbh/amex/duel/>

Tiny Two Tales Publications
Presents

Title

by

Dueling with Documents – Transfer Task

| | |
|--|--|
| Overview | Students will create an “Upside Down” or “Flip Over” book ¹ on a topic that allows them to write about the same event from two different points of view. Account 1 will present a story from one point of view and will be written in one direction. When readers turn the book upside down, Account 2 will progress in the opposite direction and present the story from a different or competing point of view. |
| Prior Knowledge | Now that you understand reasons why there may be different accounts of the past, you are prepared to write an illustrated children’s “Upside Down” or “Flip Over” book. |
| Scenario | Tiny Two Tales Publishing Company is looking for talented young authors who can write stories about the same event from different points of view. You have been identified as one of a handful of very promising young authors in Delaware. The publisher has contracted you to write an illustrated “ Tiny Two Tales ” book on the topic of your choice. |
| Role/ Perspective | You are one of a handful of students identified in Delaware by a major publishing company as a solid author for a book that they are paying you to write. |
| Product | You are to write an illustrated “Upside Down” or “Flip Over” ⁱ book that tells about an event from two different points of view. |
| Criteria for Exemplary Response | See rubric below for additional details. |
| Differentiation | Read a point-of-view book to the student(s) and have the student(s) write a “Two Tale” book from a different point of view. |

ⁱ An “Upside Down” or “Flip Me Over” book is a book that tells a story from two different points of view. A traditional version of the story appears on the front cover and progresses from left to right as most books do. When the reader flips the book over, a cover page introduces the story from a different point of view. Dr. Alvin Granowsky has written numerous “Another Point of View” books for Steck Vaughn including:

- Henny Penny/Brainy Bird Saves the Day
- The Three Billy Goats Gruff/Just a Friendly Old Troll
- The Tortoise and the Hare/Friends at the End
- Goldilocks/Bears Should Share

Lesson 1 of this unit uses the competing stories of *The Three Little Pigs* and *The True Story of the Three Little Pigs* by Jon Scieska to flesh out student understanding of point of view and evidence.