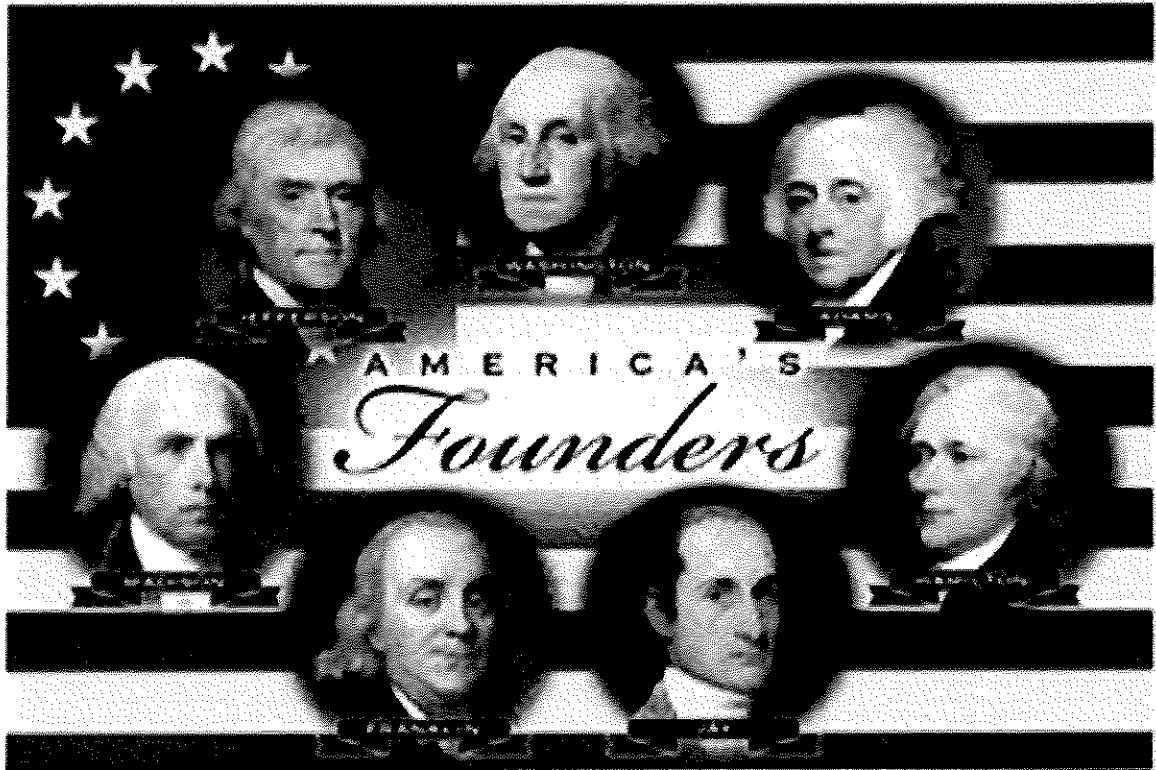


# HOW DID THE FOUNDERS IMPACT THE BIRTH OF OUR NATION?



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Developed by Angie Cagle and Traci Carbon-Mendoza



Active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small.

College, Career & Civic Life: C3 Framework for Social Studies State Standards

<p><b>Compelling Question</b></p>	<p>How did America’s Founders impact the birth of our nation?</p>		
<p><b>Disciplinary Theme &amp; Content Theme Standards</b></p>	<p>SS.2.1, SS.2.2, SS.2.4, SS.2.5, SS.2.6 (Disciplinary Skills Standards)                  SS.2.10 , SS.2.11 (Content Standards)                  RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7, W.2.1, W.2.2, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6 (Language Arts Standards)</p>		
<p><b>Why Inquire into this Topic?</b></p>	<p>Responsible citizens are able to identify major political leaders that have impacted U.S. history and the difference they have made in their communities. Student inquiry on this topic will lead to the understanding of America’s Founders and their significant contributions to the founding of our country, therefore encouraging students to be more active participants in historical learning.</p>		
<p><b>Supporting Question 1</b></p>	<p><b>Supporting Question 2</b></p>	<p><b>Supporting Question 3</b></p>	
<p>Do you know what it takes to found a country? How would you define a Founding Father?</p>	<p>What events were happening in our country at this time that drove these people to make the decision to make a change?</p>	<p>How does an ordinary person accomplish something extraordinary? What were the characteristics of the Founders that were similar and different?</p>	
<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	
<p><u>TeacherTube.com – United States Founding Father video, 00:00-00:50</u> <u>Declaration of Independence, painting</u></p>	<p><u>Hook Activity - Role Playing with the American Revolution –</u> <u>School House Rock “No More Kings”</u></p>	<p>Readworks articles -</p> <ul style="list-style-type: none"> <li>• <u>Thomas Jefferson</u></li> <li>• <u>George Washington</u></li> <li>• <u>John Adams</u></li> <li>• <u>James Madison</u></li> </ul>	
<p><b>Engaging with Source Materials</b></p>	<p><b>Engaging with Source Materials</b></p>	<p><b>Engaging with Source Materials</b></p>	
<p>A. Talk Task B. <u>Popping sentence for the What? And Who?</u> c. Compare and Contrast two paintings</p>	<p>D. <u>Role Play Activity</u> E. <u>Close Read (whole class)</u> F. <u>Popping sentence for the Why? And When?</u></p>	<p>G. <u>Jigsaw seminar</u> H. <u>Popping sentence for the How?</u></p>	

<p>Academic Language</p>	<p><u>See guidance document provided by the EL Department.</u></p>
<p>Summative Performance Task</p>	<p>Before beginning the Summative Performance Task, have a class discussion on the difference between a hero and a superhero.</p> <p>Independently, students will research Ben Franklin, using the following prompt: Ben Franklin was an heroic Founding Father, but he was a superhero Founding Father because... Have students create lists of Ben’s personality characteristics and strengths that would make him an heroic Founding Father, but then research why he would be considered a superhero Founding Father. They will be looking for information about his inventions and how he created inventions that are still in use today.</p> <p>Their final project will be based on the book, <u>What Presidents are Made Of</u>, by Hanoch Piven. Each child will create a paper doll of Ben Franklin. The items they choose to use to “build” him need to be representative of him, his life and his accomplishments. They can write up or list on the back the information they learned.</p> <p>See examples <u>here</u>.</p>
<p>Taking Informed Action</p>	<p>How could you be a superhero in your school?</p>
<p>Additional Background &amp; Related Readings</p>	<p>Prior to beginning this inquiry, do some work with the word “found,” as it may be confusing to children. You should also have a discussion of what taxes are, who pays them and what they go toward.</p>
<p>In the pages that follow, each supporting question will be accompanied by source material, questions, and tasks that provide students opportunity to engage with the content and interact with one another to make meaning and form an answer to the question. Some supporting questions may require only a single source of inquiry, while others may require multiple sources and perspectives. Following an inquiry into the supporting questions, students’ knowledge, skills and disciplinary thinking will be assessed with a performance task. Students will also be provided opportunities to take informed civic action. Background texts as well as extension texts are highlighted above and offer opportunities for a class or individual students to learn more deeply about the focus of this inquiry.</p>	

Source A and B

Compelling Question	Supporting Question
How did America’s Founding Fathers impact the birth of our nation?	Do you know what it takes to “found” a country? How would you define a Founding Father?

**Engaging with the Source Instructions**

1. Show the TeacherTube video (source A) until you have reached the 50 second mark. Put students in to pairs. Introduce the talk task format.  
 Partner A: Ask a “who” question about the video. Partner B: Respond to Partner A about his/her question. “I agree/disagree, I want to know ‘Who \_\_\_\_\_?’” Partner B: Ask a “what” question about the video.  
 Partner A: Respond to Partner B about his/her question. “I agree/disagree, I want to know ‘What \_\_\_\_\_?’” Discuss: What other questions would you ask about this video?
2. Show the video clip again. As a class generate as many questions as you can together about the video clip. Record these questions on chart paper to answer as you move through the inquiry.
3. Students use the “Popping Sentence” (source B) template and fill in the What? And Who? sections as it applies to the overarching question for the unit.

**Source Citation:**

<http://www.teachertube.com/video/united-states-founding-father-463374>

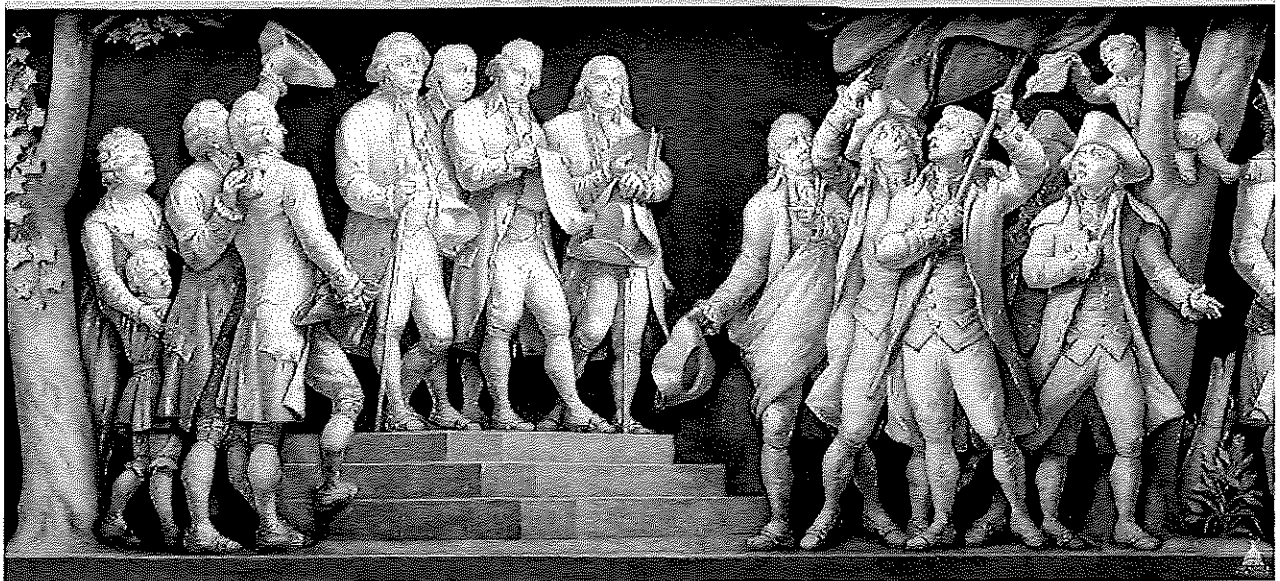
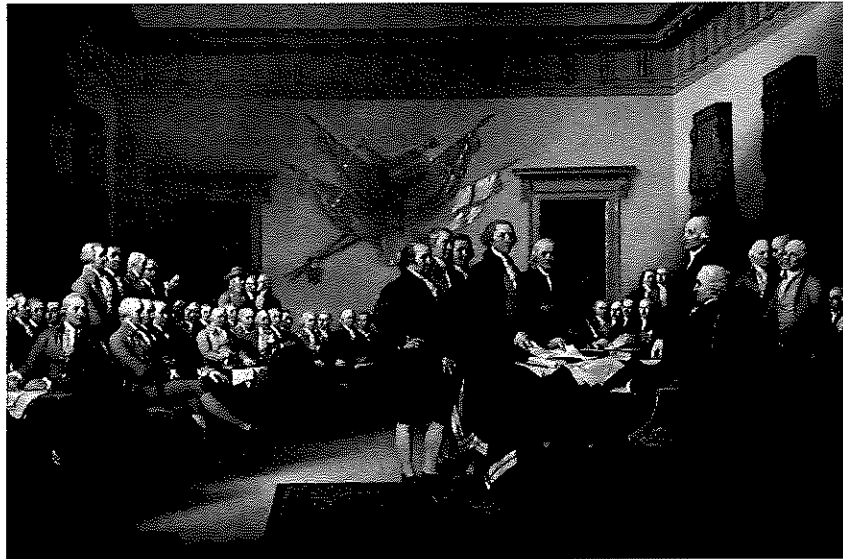
Source C

Compelling Question	Supporting Question
How did America’s Founding Fathers impact the birth of our nation?	Do you know what it takes to “found” a country? How would you define a Founding Father?

**Engaging with the Source Instructions**

1. Project “The Declaration of Independence” by John Trumbull.
2. Ask students to notice as many details as they can. (It is suggested that this is done through a think-pair-share so that the whole class hears as many details as possible).
3. Project “The Declaration of Independence” by Fillippo Costaggini.
4. Ask students to notice as many details as they can. (It is suggested that this is done through a think-pair-share so that the whole class hears as many details as possible).
5. Place students in groups of four and provide them with colored and laminated copies of sources B and C.
6. Instruct students on how to complete a Venn diagram on how to compare and contrast the two pieces of art. This will promote critical thinking as well as collaboration, another important historical thinking skill. Pass out Venn diagrams on chart paper along with pens or markers to collaboratively complete the activity in their assigned groups.

Source Citation: “The Declaration of Independence” by John Trumbull (1818), Rotunda, U.S. Capitol. <https://www.aoc.gov/art/historic-rotunda-paintings/declaration-independence>; “The Declaration of Independence” by Fillippo Costaggini (1877), Rotunda, U.S. Capitol. <https://www.aoc.gov/art/frieze-american-history/declaration-independence>



Question 2, Source D

Compelling Question	Supporting Question
How did America's Founders impact the birth of our nation?	What events were happening in our country at this time that drove these people to make the decision to make a change?
<p style="text-align: center;"><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"><li>1. (Hook activity)- Have a quick discussion with the class about what they know about taxes. You may have to do some frontloading on what they are and where the money goes.</li><li>2. Open King George PDF and see "King's Role" on page 7 and "Tax Collector" on page 8 for directions. The teacher will assume the role of the King. You will assign a tax collector and the rest of the students will be colonists.</li><li>3. Students engage with the activity.</li><li>4. Follow the discussion questions from King George on page 9 as a follow up to the activity with the class.</li><li>5. (Optional)-Have students complete a written response to the discussion questions on page 9.</li></ol>	
Source Citation: Teachers pay Teachers- <a href="http://youngteacherlove.com">youngteacherlove.com</a>	

Question 2, Source E and F

Compelling Question	Supporting Question
<p>How did America’s Founders impact the birth of our nation?</p>	<p>What events were happening in our country at this time that drove these people to make the decision to make a change?</p>
<ol style="list-style-type: none"> <li>1. View the YouTube video “<u>No More Kings</u>” by Schoolhouse Rock. You may choose to play it a few times. After listening to it a minimum of one time pass out a <u>copy of the lyrics</u>, have them number the stanzas and have them follow along.</li> <li>2. Put students in pairs or small groups and have them read over the lyrics finding evidence for reasons why the colonists were being mistreated. Have students annotate their copies of the lyrics.</li> <li>3. To support the historical thinking skill of sourcing a text, the teacher asks students to note the title, date, and author. The teacher points out that the line numbers will increase opportunities for discussion by allowing the whole class to attend to specific lines of text.</li> <li>4. Students silently read their own copy of the document. <i>Note: Due to the varying reading abilities and learning styles of students, the teacher may need to end this silent reading time before every single student has completed the reading. Because students will hear it read aloud and reread the document many times, the necessity of maintaining classroom flow outweighs the need to ensure that all students have read the entire document.</i></li> <li>5. The teacher demonstrates fluency by reading the document aloud to the class as students follow along. <i>Steps 3 &amp; 4 may be reversed based on teacher knowledge of student needs.</i></li> <li>6. The teacher reveals to the students only one text-dependent question (rather than handing out a worksheet with questions). This could be accomplished through a smart or promethean board, an overhead projector, an ELMO, or chart paper. This focus on a single question promotes discussion (see the Supporting Question above).</li> <li>7. The teacher asks students to search the document for evidence to provide for an answer. The question refers to specific areas of the text for students to reread, while others allow students to scan larger areas of the text. In small peer groups, students discuss their evidence citing specific line numbers in order to orient</li> </ol>	



everyone to their place in the text. *The time discussing the text in small groups should remain productive. Offering students too much time may cause them to wander from the text. Keep the pace of the class flowing.*

8. Then, the teacher solicits multiple answers from various groups in the class. During the whole group answer session for the question, multiple responses are expected. The teacher should probe students so they will provide sufficient support and meaningful evidence. We suggest that as students provide textual evidence, the teacher models annotation of the document, so that all students learn how to mark up the text.
9. The reading is followed by completing the “Popping Sentence” Why? And When? sections.

Source Citation: Schoolhouse Rock – No More Kings video and lyrics

Question 3, Source G

Compelling Question	Supporting Question
How did America’s Founders impact the birth of our nation?	How does an ordinary person accomplish something extraordinary? What were the characteristics of the Founders that were similar and that were different?

**Engaging with the Source Instructions**

1. Split students in to four groups. Each group will be given one of the following Read Works articles on a Founder; Thomas Jefferson, George Washington, John Adams, and James Madison.
2. Students will participate in a Jigsaw Seminar. They will read the article as a group and complete the graphic organizer. Students need to be prepared to answer questions about their assigned Founder in a discussion without the use of the organizer. The idea is that children understand the strengths, weaknesses, and characteristics of their Founder without the notes.

**Jigsaw Seminar Student Directions**

Expert Group (Reading & Summarizing)	Jigsaw Group (Discussion)
<ol style="list-style-type: none"> <li>1. Read the same article.</li> <li>2. Discuss article:                             <ol style="list-style-type: none"> <li>a. What are the strengths, characteristics and weaknesses of your assigned Founder?</li> <li>b. How is this supported? What textual evidence is most compelling?</li> <li>c. What are the most interesting aspects of the article that I would want to share?</li> </ol> </li> <li>3. Create a short summary of your article to share with your discussion group. All members of the expert group should have the same summary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet in a group of 4 (representing the different articles).</li> <li>2. Each person will individually direct their group to look at their article and will provide a summary while the others take notes.</li> <li>3. The group will discuss each of the seminar questions.                             <ul style="list-style-type: none"> <li>• Each person must “speak” at LEAST once for each seminar question, noting something from their article that is related to the question.</li> <li>• People can speak generally (from their own experiences) about the topic after they have shared textual evidence.</li> </ul> </li> </ol>

3. Class comes back as a whole group. Teacher leads discussion using the discussion questions from the organizer.
  - What are the characteristics of your Founder?
  - What are their accomplishments?

-What are their faults or weaknesses?

4. As a whole class, brainstorm on chart paper, the personality characteristics, faults/weaknesses, and accomplishments of the Founding Fathers.

Source Citation: *U.S. Presidents: George Washington* by Readworks, 2012 (Lexile 780); *U.S. Presidents: John Adams* by Readworks, 2012 (Lexile 740); *U.S. Presidents: Thomas Jefferson* by Readworks, 2012 (Lexile 520); *U.S. Presidents: James Madison* by Readworks, 2012 (Lexile 740);

Question 3, Source H

Compelling Question	Supporting Question
How did America's Founders impact the birth of our nation?	What events were happening in our country at this time that drove these people to make the decision to make a change?
<p style="text-align: center;"><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"><li>1. Students will complete the last section of their "Popping Sentences" organizer. They are answering the How?. Once this graphic organizer is finished, students will write their "Popped Up Complex Sentence."</li><li>2. Optional activity- Students can then illustrate their sentence to make a poster or a class book.</li></ol>	
Source Citation:	