

# Historical Literacy Project Model Unit Gallery Template

**Unit Title: Change Over Time**

**Designed by: Crystal Graham and Jenyfer Casterline**

**District: Smyrna**

**Content Area: Social Studies**

**Grade Level(s): 4**

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## Summary of Unit

*In this unit, students will observe, analyze, and compare primary and secondary source documents in order to determine change over time as it pertains to the theme of civil rebellion. Rebellion is a common thread in our society on many levels; students see conflict happening in their daily lives. It is the goal of this unit to analyze change over time in how our country's citizens rebel when they feel that the government is not working in their best interests. Students will also self evaluate how they can positively affect change in their lives.*

## Stage 1 – Desired Results

What students will know, do, and understand

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## Delaware Content Standards

*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)

*Students will explore the idea of a government that is designed to be “For the People.” They will walk away with the understanding that it is within our power to change things that are wrong within our communities and society as a whole. Also, they will gain knowledge as to how they can positively affect change.*

## Unit Enduring Understanding(s)

*Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.*

## Unit Essential Question

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

## Knowledge and Skills

- *Students will know that over time, the way we handle rebellion may or may not change.*
- *Students will be able to analyze primary source and secondary source documents.*

## (Stage 2 – Assessment Evidence

### (Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

## Suggested Performance/Transfer Task(s)

Essential Question Addressed

*How should historical sources be used to look for changeover time?*

Prior Knowledge

*Students should be able to identify secondary and primary resources. In addition, students should be able to use graphic organizers to gather evidence.*

Scenario

*Students will use historical data to develop an understanding of how historical sources can be used to look for changeover time. Is there always change over time?*

Requirements

*Prior knowledge requires the understanding of primary and secondary sources.*

Final Product

*After reading the text “Public Health Leaders Propose Tax” complete the graphic organizer attached. (Handout G) Develop a plan to make the health leaders aware of how you oppose their plan to tax soda. In a written response, compare your revolt to one other revolt in history we have discussed in class. What changed? What did not change? Why? What patterns are there?*

## Rubric(s)

*How did other historical data help you develop your revolt?*

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

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

*What changed? What did not change? Why?*

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.

## Other Evidence

*Graphic Organizers, Class Discussion, Written Explanations*

## Student Self-Assessment and Reflection

*Development and review of compare and contrast Venn Diagram, Personal reflections*

## Stage 3 – Learning Plan

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

### Lesson # 1 Change Over Time

Crystal Graham and Jenyfer Casterline

**Lesson Description:** In this lesson, students will analyze events of the past and compare them to current happenings in order to see if there were any changes over time.

**Time Required:** 60 minutes

**Essential Question Addressed:** How should historical sources be used to look for change over time?

**Enduring Understanding:** Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.

**Materials:**

- Handout A – Shays Rebellion Passage
- Handout B – Venn Diagram
- Visual 1 – Shays Rebellion Picture

**Procedures:**

1. The teacher should begin by displaying the “essential question” for this unit. Next ask the students what they think the answer might be to this question.
2. Display picture from Shays Rebellion. Have students brainstorm what they think is happening in the picture. Lead students to the idea that the citizens are rebelling against the government. Hand out the excerpt about Shays Rebellion. Teacher should then lead a discussion about share background knowledge about Shays Rebellion. Discussion should lead into talking about our present day tax debt within the government. Key points to discuss would be the fact that our government has a huge debt to pay. Share some of the taxes that our government is proposing to cover this huge debt. One great example is the tax on soda.
3. Discuss how we tell the government today if we are not in agreeance with a certain tax or decision. Is this similar or different than how the people of Shays Rebellion shared their feelings?
4. Distribute the Venn Diagram. Display the class diagram.
5. Give students about 3 minutes to work on their Venn Diagram independently.
6. Next, have students work in small groups to compare Venn Diagrams.

7. Finally, come together as a class. Students should share points they made on their Venn Diagram with the class. Class discussion should take place regarding the points they make and add the ones that are relevant to the Class Venn Diagram. Students should make adjustments to their personal Venn Diagrams as the discussion continues.

**Debrief:** Revisit the essential question “How should historical sources be used to look for change over time?” In a group discussion ask students “What is one piece of new information you gathered today? Call on students that struggle with answers first to eliminate the possibility of their answer being stated.

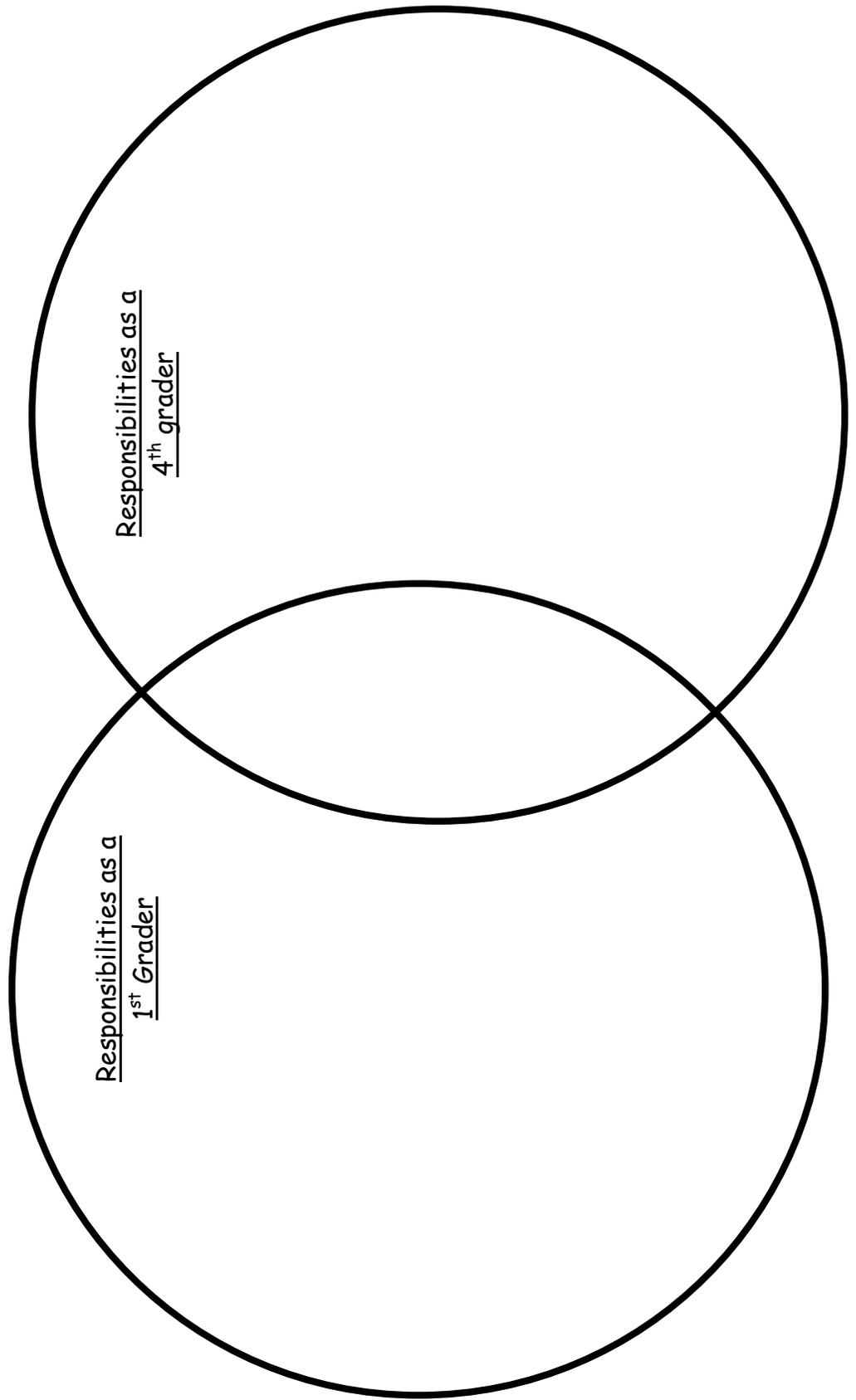
**Formative Assessment (“Check for Understanding”):**

- Teacher led class discussion
- Group discussions
- Compare/contrast activity

## Shays Rebellion

The American Revolution had just ended and there was a huge debt to repay. The government thought that each state government was responsible for paying the war debt after the Revolution, which meant that each person in the state had to pay the government. This caused discontent particularly throughout Massachusetts. The government would raise the taxes every month or so to speed up the pace. The farmers couldn't pay in the crops that they harvested, and they found that the paper money they had been paid for fighting in the Revolution was worthless and not universally accepted. They had to pay in cold, hard cash. For some time farmers would exchange their crops to merchants to get the coin they needed to pay their taxes. After a while, merchants couldn't do that any more since not so many coins had been made yet, so farmers started to go into debt. These were one other of the many of the causes that led to Shays' Rebellion.

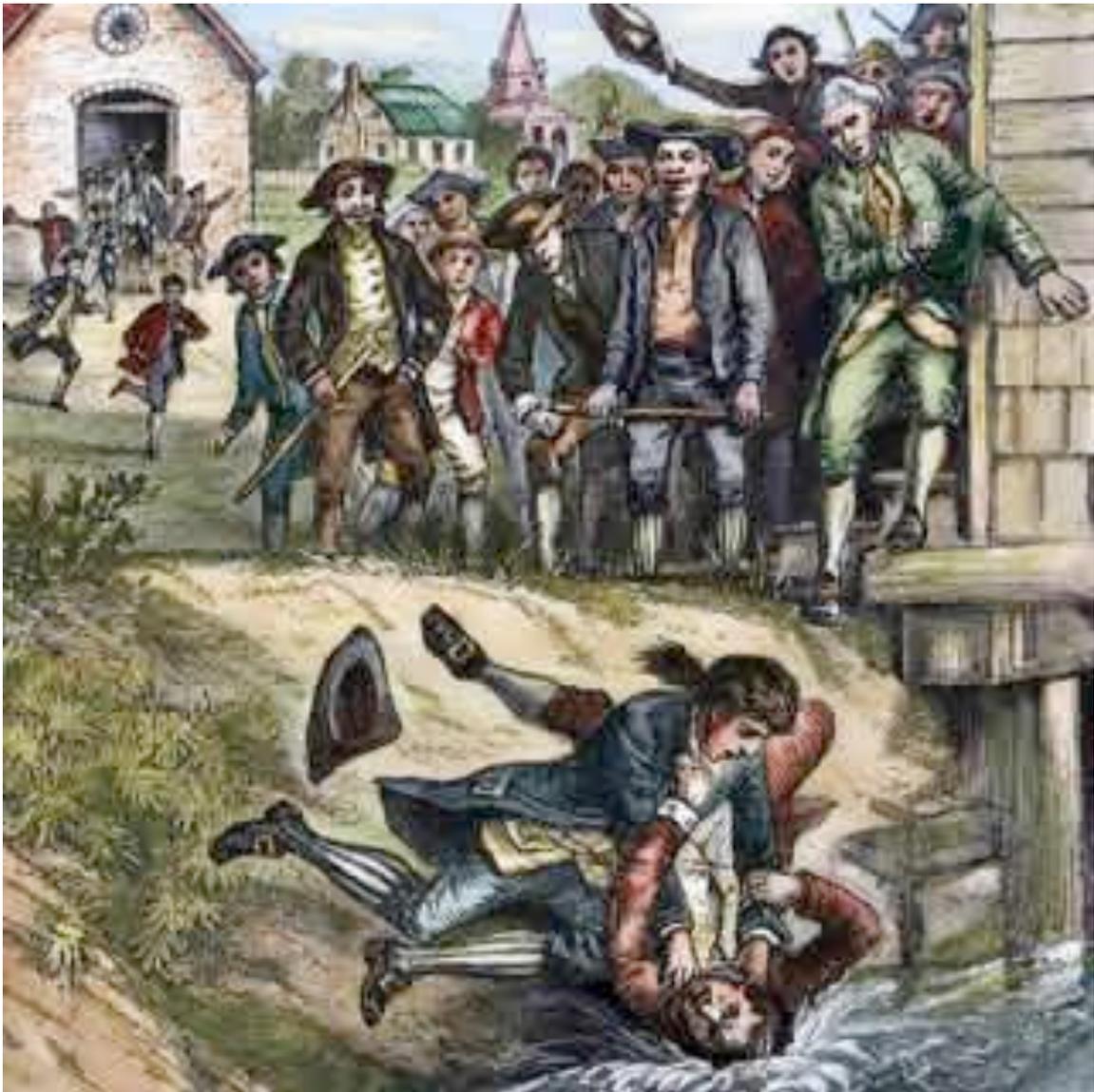
# Change Over Time



On the back of this page, write a short paragraph to explain what has changed for you as a student over time.



Visual 1



## Lesson # 2 Change Over Time

### Crystal Graham and Jenyfer Casterline

**Lesson Description:** In the following lessons, students will take a closer look at rebellions throughout our nation's history.

**Time Required:** 2 - 60 minute class periods

**Essential Question Addressed:** How should historical sources be used to look for change over time?

**Enduring Understanding:** Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.

**Materials:**

- Handout C - 5 W Chart (Answer Key attached)
- Library books about the Magna Carta and the American Revolution OR computer lab for internet access to these two topics.
- Class 5W chart on board

**Procedures:**

Day One

1. Review E.Q. Discuss with class that we will be looking more closely at rebellion and how Americans have handled such situations over time. We will be looking for any changes that may have occurred over the years.
2. Hand out the 5 W chart. Students should write "Magna Carta" in the middle column and "American Revolution" in the right column. Explain that, in partners, they will use the available resources to find out the information to record on the chart about each event. Allow 45 minutes for students to discover and record information.
3. Finally, come together as a class. Discuss the information that was discovered about both rebellions. What are the common threads? (Government should serve the people and when the people don't think it is . . . sometimes they rebel).

Day Two

1. Students should be divided into small groups of three. Teacher should share with students that today they are going to continue to discuss change over time and it's relationship with rebellions throughout history. Recall the Shays Rebellion photo and student thoughts about what could have happened to lead to this outcome. How do they think the situation was resolved?
2. Assign each group one of the protests to learn about and present. There should be about two groups of each so that groups stay relatively small. Protests include: Civil Rights Movement of the 1960s, Million Man March, Ghandi, Women's Rights, Shays, Whiskey Rebellion.
3. Each group should be given a 5 W chart to record information gathered. They should then be given access to the Internet for their research. Once information is found, students should record information on their group chart.

4. After students have had sufficient time to gather information come together as a class. The teacher should have prepared a class 5 W chart with enough columns for as many groups as there are participating. Groups should take turns filling in the information they have gathered.
5. As a class arrange sources chronologically and look for change over time. What changed? What did not change? Why? How do you know? What patterns are there? What links the documents together?

**Debrief:** Revisit the essential question “How should historical sources be used to look for change over time?” In a group discussion ask students “If something was happening in your local community that you didn’t like, would you try to change that circumstance? How? Call on students that struggle with answers first to eliminate the possibility of their answer being stated.

**Formative Assessment (“Check for Understanding”):**

- Teacher led class discussion
- Group research and interaction with topics
- 5W Charts and discussions

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

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

## 5 W Chart

Who		
What		
Why		
When		
Where		

*Answer Key*

## 5 W Chart

	Magna Carta	American Colonial Rebellion
Who	Noble men of England	American colonists
What	Angry over use of King's power	<b>Angry over taxation</b>
Why	Nobles felt King was abusing power	Colonists felt the King was abusing power
When	1215	1776
Where	England	English colonies in America

Lesson # 3  
Change Over Time

Crystal Graham and Jenyfer Casterline

**Lesson Description:** In this lesson, students will become familiar with the Articles of Confederation and the Constitution by comparing and analyzing the two. In addition, they will explore their own ideas on how to affect change in their community.

**Time Required:** 2 - 60 minute periods

**Essential Question Addressed:** How should historical sources be used to look for change over time?

**Enduring Understanding:** Students will examine and analyze primary and secondary sources. Using these resources they will develop an understanding of how or “if” change over time exists in how we react to our displeasure with government and/or social issues.

**Materials:**

- Social Studies textbook versions of the Articles of Confederation and the Constitution
- Handout D – Fact Sort Activity - chart of ideas pertaining to Articles and Constitution
- Handout E – Compare/Contrast
- Handout F – Plan of Action

**Procedures:**

Day One

1. Remind students that we have been looking at primary and secondary sources about rebellions as a way to determine whether there has been change in the way that we as a people try to affect change. To spark more discussion, ask students: How can we use primary source documents like the Articles of Confederation and the Constitution to look for change over time?
2. Open Social Studies books to the Articles of Confederation and the Constitution. Explain to students that the first form of government was provided under the Articles, but that many people in the country did not feel it was enough. As a result, the Constitution was formed. As a class, read through each. Have students think about differences between the two documents.
3. Distribute handout D. Have students cut apart the facts and group them with which document they belong. As a class, discuss where each idea should be placed.
4. Distribute Handout E. Compare the Articles to the Constitution - students will work together in groups of four to complete the compare/contrast organizer.
5. Closure: What were the examples of change over time between these two documents? Do you believe that the Constitution *is* a better “plan” to run the country in which we live? Why or why not?

Day Two

1. The teachers should pose the question, “What would you do if something was happening at school (new rule, staffing changes, etc.) that wasn’t right? What would be the wrong way to handle it? What would be the right way to handle it? Have student volunteers demonstrate the correct and incorrect ways to handle their opposition to a situation. This can lead into a discussion of any current event accounts of citizens speaking out against issues that students may have watched on t.v. Discuss the following: what role does violence play in

rebellion? Is there ever a time when violence is the answer?

2. Ahead of time, make arrangements with a 2<sup>nd</sup> grade class and a 3<sup>rd</sup> grade class. Students should be instructed to “Interview 3 people – 2<sup>nd</sup> grader, 3<sup>rd</sup> grader, and a teacher: “What would you do if the principal said that 2<sup>nd</sup> grade lunch would be cut to only 10 minutes?” Record each person’s response. When interviews are finished, have students look over their responses and think about the following questions: Is this a fair decision? Is there a difference in how each interviewee responded? If so, what is the difference? How do the 3<sup>rd</sup> grade and teacher interviewees react even though the decision didn’t directly affect them?
3. Distribute Handout G. In groups of four, students should make a plan of action as to how they will address the inequality of this administrative decision. Students should create a plan that addresses the issue: identifies the problem, brainstorms possible reasons for the decision and create counter-arguments. They should then decide what they could do to influence a change over the decision. Have groups share their plans with the class when they are finished.

**Debrief:** Pose the following question to the class: What can you do to affect change in your community and/or this country? Call on students that struggle with answers first to eliminate the possibility of their answer being stated.

**Formative Assessment (“Check for Understanding”):**

- Teacher/class discussion
- Monitor Fact Sort activity
- Compare/Contrast group activity
- Student group plans

How much do you know about the Articles of Confederation and the Constitution? Cut apart the following facts. Sort them by facts that belong to the Articles of Confederation and those that go with the Constitution.

Articles of Confederation

Constitution

<b>Right to levy taxes on people</b>	<b>No federal court system</b>
<b>Right to levy taxes on states</b>	<b>Federal court system to settle disputes</b>
<b>No interstate trade</b>	<b>President</b>
<b>Right to interstate trade</b>	<b>No President</b>
<b>All states agree before laws can change</b>	<b>Congress is House of Representatives and Senate</b>
<b>Three-fourths of states agree for laws to change</b>	<b>One House (called Congress) Unicameral</b>
<b>Country and states coin money</b>	<b>One vote per Senator or Representative</b>
<b>One vote per state</b>	<b>Government ONLY makes coins</b>

Handout E

### Compare / Contrast With Summary

**Concept 1**

**Concept**





## Public Health Leaders Propose Soda Tax

### Opponents Say Tax Won't Stop Obesity Epidemic

By JOSEPH BROWNSTEIN

ABC News Medical Unit

Sept. 17, 2009—

Several of the nation's leading health experts are calling for a [tax on soda](#) as a means of curbing America's [obesity-epidemic](#).

Their paper, appearing in the most recent issue of the New England Journal of Medicine, calls for a [tax](#) on "sugar-sweetened" drinks in order to reduce the consumption of the drinks and lower health costs as well as fund government-run health programs.

"A tax on sugar-sweetened beverages is really a double-win," said Dr. David Ludwig, a co-author of the paper and director of the [Optimal Weight for Life](#) program at Children's Hospital, Boston.

"We can raise much-needed dollars while likely reducing obesity prevalence, which is a major driver of [health care costs](#), the paper states. "Ultimately the government needs to raise more money to cover the deficit, and in terms of ways of raising that revenue, a tax on sugar sweetened beverages is really a no-brainer."

Such a tax has been proposed in the past. In a perspectives article in the New England Journal this past April, Kelly Brownell of Yale University, one of the current paper's authors, along with then-New York City health commissioner Dr. Thomas Frieden, co-authored an article advocating a tax on "sugared beverages."

Frieden has since become head of the Centers for Disease Control and Prevention. A spokesman for the CDC noted that taxing sweetened beverages is not part of the current administration's position. However, in at a conference on obesity in July of this year, Frieden responded to a question on the issue saying:

"I think anything that increases the availability and decreases the relative price of healthy foods and anything that decreases the availability and increases the price of unhealthy foods is likely to be effective. The challenge, I think, is a political one of getting that approved as well as there are very important administrative and operational issues with implementation of such a tax."

Frieden's successor in New York, Dr. Thomas Farley, is one of the authors of the current paper.

Ludwig noted that the authors focused exclusively on beverages that contained sugar, and not diet substitutes for sugar.

"The evidence is much stronger for sugar sweetened beverages than diet beverages," he said. "It's not to say that the question of diet beverages isn't interesting and important, and there is much research going on."

But while many public health advocates support a sugared-beverage tax, the idea has drawn concern and outright opposition.

"If your goal is to reduce obesity, this won't work, because most people won't stop drinking soda," said Richard Williams, managing director of the regulatory studies program and government accountability project at the Mercatus Center at George Mason University. "You can't change people's taste buds."

While acknowledging the cost difference, he said he didn't think it was likely that people would turn away from soda as quickly as hoped.

"I don't think it's necessarily true that the poor haven't heard that water's cheaper than soda," said Williams.

Martin Binks, director of behavioral health and research director of the Duke Diet and Fitness Center, expressed skepticism that a taxation and health education program would achieve its goals.

"I would fear that without a concentrated commitment to educating the public about healthier options that the choices made may shift away from high caloric beverages -- yet land on equally unhealthy alternate choices," he said in an e-mail to ABC News.

Noting that "fast food, candy bars and countless other snack foods are likely equally culpable," Binks concluded that "Of course, any approach would require careful thought and planning -- but it seems that focusing discouraging single food classes is not the answer to such a multifaceted issue."

## **Is Drinking Coke Like Smoking?**

Most doctors contacted by ABC News expressed approval of the idea of taxing sugary drinks.

"I strongly agree. It will clearly take public health measures with some teeth to tame the obesity crisis," said Dr. Ken Fujioka, director of nutrition and metabolic research at Scripps Health in San Diego.

"I think it's a fine idea," said Dr. Meir Stampfer, a professor at the Harvard School of Public Health, although he noted some of the authors are colleagues and friends. "The head of Coke likened this to the Soviet Union, but there is plenty of precedent for taxation like this."

The most common analogy drawn by advocates and opponents of the measure is to smoking, which has been taxed heavily.

Doctors affiliated with the study say the beverage industry has manipulated public opinion to oppose a tax.

"I think the main opposition comes from the sugar and soft drink industry, which has apparently engaged in a multimillion-dollar lobbying campaign to oppose this effort," said Ludwig.

The beverage industry has countered that such taxes undermine personal choice.

"A tax will cause real harm to hard-working American families at a time when they are already struggling to stay afloat during a recession," said Susan Neely, president and CEO for the American Beverage Association, in a statement issued Wednesday. "The American public views it as an over-reach when the government tries to tell them what to eat and drink."

Some researchers argued that tobacco is not an apt analogy.

"I think steep taxes on foods are problematic, because even 'bad' food is not tobacco," said Dr. David Katz, director of medical studies in public health at Yale University. "Tobacco can be avoided altogether -- and indeed, should be -- and thus, steep taxation is justifiable. Food cannot be avoided, so it comes down to choices -- and taxing people into choices is fraught with challenges and hazards."

While many states currently have taxes on sugary drinks, the authors of the paper say that such taxes are not high enough to effect change in dietary patterns.

Taxes on sugary beverages appear to be favored by a slight majority of Americans. In a Kaiser Family Foundation poll in August of this year, 53 percent of respondents favored an increased tax on soda and sugary drinks, while 44 percent were opposed to such a measure.

## **A Small Part Of A Larger Problem**

Despite some support for the tax, other researchers questioned whether it would work at all.

"I don't see how anyone would go with attacking the beverage industry and taxing a single food, and I don't think the evidence is there to support taxing a soft drink," said Theresa Nicklas, an epidemiologist at the Baylor College of Medicine. "Why are we targeting sweetened beverages? What about Twinkies, what about happy meals, what about chocolate candy?"

Instead, she said, efforts needed to be focused on education and self-responsibility.

"We should spend our money on educating the public on ways in which they can maintain a healthy weight, teach our children how to live a healthy lifestyle. Certainly taxing soft drinks is not a way to teach our children how to live a healthy lifestyle," said Nicklas. "Where does self-responsibility come in? Why can't people take some of the responsibility for their health and making healthier choices?"

Nicklas said drinking soda and other sugar-containing beverages only accounted for a small part of what makes a person obese.

On that point, she had some agreement with doctors who supported the tax, but said it was just one step.

"It is not the only solution, but as for smoking, it is one part of the effective plan," said Madelyn Fernstrom, director of the University of Pittsburgh Medical Center's weight management center.

She disagreed with Nicklas, however, on the role of sugary drinks in obesity.

"There is ample evidence that liquid calories contributes to the obesity epidemic -- not the only cause, but one of them," said Fernstrom. "So, a plan to try to alter change 'in the wallet' is a good one. In our country, people seem to respond to that kind of plan."

Katz agreed that taxes would help, but only provide part of the solution to obesity.

"Note that just as taxes are at best a small part of the solution, soda is, at worst, a small part of a very pervasive problem, often referred to as the 'typical American diet.'"

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

Directions: Follow the **Steps** to make a difference!!



**Identify the Problem:**



**Reasons for the unjust decision:**

[Empty rectangular box for reason 1]

[Empty rectangular box for reason 2]

[Empty rectangular box for reason 3]



Counter Argument

[Empty rectangular box for counter argument 1]

Counter Argument

[Empty rectangular box for counter argument 2]

Counter Argument

[Empty rectangular box for counter argument 3]



**What can we do to influence change in this situation?**

[Empty rectangular box for action 1]

[Empty rectangular box for action 2]