Unit Title: Caesar Rodney: Hero or Dutiful Statesman?

Subject/Topic Area: Grade Level(s): 4th
Designed By: Crystal Graham and Jenyfer Casterline
Time Frame: One Week
Date: March 2, 2009

Brief Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)
The goal of this unit is to have students focus on the famous ride of Caesar Rodney in order to identify primary and secondary resources, recognize author bias as a way of determining credible resources, as well as to gain background knowledge of the events that led to Americas need for independence.

Stage 1: Desired Results

(Determine What Students Will Know, Do and Understand)

Delaware History Content Standard

HISTORY STANDARD ONE (4-5): Students will employ chronological concepts in analyzing historical phenomena.

HISTORY STANDARD TWO (4-5a): Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

Big Idea

The main purpose of the unit is to teach students the difference between primary and secondary resources. Students will also be able to determine which, if any, historical resource is best.

Unit Enduring Understandings

Students will understand that…

- 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.
- 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.

Stage 3: Learning Plan **(Design Learning Activities To Align with Goals and Assessments)**
Key learning events needed to achieve unit goals
Lesson # 1 Title of the Lesson Classroom Scandal Author(s): Fran O'Malley **Lesson Description:** • In this lesson students analyze a "scandal" in which a student stands accused of cheating on a test. Students will be given descriptions of four sources [witnesses] who might be used by teachers to determine whether the cheating actually occurred. The student's task is to analyze for credibility and recommend "good" sources for the teacher to consider. The lesson "teaches for transfer" by asking students to apply their understandings to two similar contexts. **Time Required:** 1 class period **Essential Question Addressed**: • What questions should I ask as I engage a source? • How does one know if a source is credible? • Why might a particular source be considered not credible? And for whom? • How might a historian's use of sources affect his or her conclusions? **Enduring Understanding**: • Many different types of sources exist to help us gather information. These sources need to be critically analyzed and categorized as they are used. **Materials:** • Overhead projector or LCD projector • Transparency of Visual 1: "The Cheating Scandal" • Transparency of Visual 2: "The Witnesses" • Learning Log

Procedures:

- Activate the Lesson: Select a "mystery" in history around which there are considerable or commonly-held uncertainties (i.e. Did Captain Preston give the order to fire at the "Boston Massacre?" Who fired the first shot at Lexington? What destroyed the Maine? Did FDR know about Japanese plans for Pearl Harbor? Who killed JFK? Did Ronald Reagan know about Iran-Contra?). Phrase the mystery as a question and write it on the board. Hopefully, you can tie the mystery in to the unit you are covering. If not, you may need to provide some brief background information. Paul Aron's Unsolved Mysteries series offers a range of possible mysteries from which one might choose.
- Think-Pair-Share: Ask students to work in pairs to think of at least 5 witnesses who they might consider as sources in an investigation of the mystery question that you presented on the board. Tell them that they do not have to name specific people (i.e. they might add "the President's wife" rather than "Nancy Reagan"). Have students share their lists without commenting on why they selected their sources. Tell the students you are going to "switch gears" for a moment.
- Present (project) Visual 1 to the students.
- Tell the students that the teacher has identified a list of 4 sources or "witnesses" who he thinks might prove valuable as he investigates the alleged act of cheating. Present Visual 2 the following list to the students and read each source description - one at a time - to the students.

Witnesses

Erin - sits in front of the room. Likes Bob very much
Katie - sits next to Bob in the back of the room
Sean - sits next to Bob in the back; dislikes Bob greatly
Ryan - sits in the middle of the room

- Mapping Activity: ask students to take out a blank piece of paper and map the scene of the "Classroom Cheating Scandal" (i.e. where Bob, Erin, Katie, Sean, and Ryan would have been sitting).
- Think-Pair-Share: Ask students to work with their partner to analyze the quality of the witnesses or resources. which ones appear most credible? Which ones appear least credible? Ask the students to create a list of "good" (credible) and "bad" (incredible) sources for the teachers. Tell them that they must be able to explain why they considered each source "good" or "bad." Allow a few minutes for the pair to complete the tasks then, starting with "Erin," ask volunteers to explain their analyses and conclusions about each witness (a.k.a. source).
- Whole Group Discussion: Ask the students the following questions:
    - What would the social studies teacher conclude if he used Sean as his only source of information? [Probable response: Bob cheated]
    - What would the science teacher conclude if he used Erin as his only source of information? [Probable response: Bob did not cheat]
    - Why might two different teachers arrive at two different conclusions about the same event? [Response: they relied on different sources]
    - Can you think of other situations in which two people might [or did] arrive at different conclusions because of reliance on different sources?

- Mini-Lecture: Making Transfer Explicit: Explain to students that transfer is one of the important aims of education. Transfer refers to the ability to use hat one learns in one situation and apply it or solve problems in a new but similar situation. for example, a student who learns to drive a car uses that understanding to drive a truck. Note that a student who can analyze the quality of sources in a hypothetical situation like that presented in "The Cheating Scandal" can provide solid evidence of learning or understanding by transferring that skill successfully to similar investigations or tasks. Ask students if they can think of other examples of transfers.
- Formulate Analytic Questions: Distribute copies of Handout 1 - Analyzing for Credibility. Ask students to reflect on their thinking as they analyzed potential witnesses for the cheating scandal. Tell them to work with their partners and to create a list of questions in their learning log that they might ask about any witness or source when faced with the task of deciding which source might be best or most credible. [Do not share all of these with the students but reasonable questions might include:]
    - Was the witness present when the event occurred?
    - Is it likely that the witness was attentive to the event?
    - Was the witness in a position to observe the event?
    - Did the witness have any potential biases? If so, what were they?
    - Which witness appears to have had the least bias . . . most bias? Why?
    - Were the witness's recollections consistent with the recollections of others?

Ask each group to share one question and continue moving from group to group until you have exhausted all of the questions [or have groups share their best question]. Ask the students to record any questions that do not appear on their list.
Then, ask the students to work with their partners to eliminate or rephrase any question that could not be used to evaluate any source. In other words, you want them to develop questions that generalize or apply to a wide range of sources [i.e. are transferable], not just the "Cheating Scandal" task. After a few minutes, ask volunteers to share questions that they either eliminated or rephrased.

- **Formative Assessment ("Check for Understanding")**
- Why should a person who is doing research ask questions of every source they encounter?

Resources & Teaching Tips

What text/print/media/kit/web resources best support this unit?

- Aron, P. (1997). *Unsolved Mysteries of American History: An Eye-Opening Journey Through 500 Years of Discoveries, Disappearances, and Baffling Events*. New York: John Wiley & Sons, Inc.
- Aron, P. (2000). *Unsolved Mysteries of History: An Eye-Opening Investigation into the Most Baffling Events of All time*. New York: John Wiley & Sons, Inc.
- Aron, P. (2004). *More Unsolved Mysteries of American History: From Jamestown to Jimmy Hoffa, Investigating Our Greatest Enigmas*. New York: John Wiley & Sons, Inc.
- Gavrish, M. J. (1995). *The Historian as Detective; An Introduction to Historical Methodology*. Social Education 59(3), pp. 151-153.

- Wineberg, S. (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Pennsylvania: Temple University Press.

Differentiation

- Think-Pair-Share
- Group discussion
- Read aloud/with partner

Lesson # 2

Title of the Lesson: Who was Caesar Rodney?
Author(s) Crystal Graham and Jenyfer Casterline

Lesson Description: In this lesson, students will share their background knowledge of Caesar Rodney. They will also be presented with new information and record this new information in a learning log.

Time Required: 45 minutes

Essential Question Addressed:

- Which historical source is best?

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:

- Overhead picture of Caesar Rodney (Handout H)
- 1 copy of each (Handout I, J) picture per group
- learning logs (1 per student)
- chart paper
- marker
- Internet access for students
- index cards
- pencils
- Constructed Response (Handout K)

Procedures:

1 - Introduce new vocabulary to students (credible, reliable)

2 - Show Handout H: Picture of Caesar Rodney on the overhead and ask "who is this person?" Record responses on chart paper. If students do not know, prompt them with information such as, "This person is famous to Delaware." "He lived in Dover." "There is a school district named after him."

3 - Once students have identified this person as Caesar Rodney, ask students what else, if anything, is known about him. Record responses on chart.

4 - Have students recall what a primary source and secondary resource is. Discuss which type of resource is best. "

5 - Have students get into groups of four. Give each group a copy of Pictures I and J. Ask students to analyze the photographs and make generalizations about the time period. Ask questions such as, "Notice the way the people in the pictures dress. What can you tell about this time period, about their lives, what they're profession is, etc?" Have students compare/contrast the picture of Caesar Rodney to "The Colonists During the Stamp Act". In your journal compare and contrast these two photos by drawing a Venn Diagram. What might this tell you about the kind of person that CR was. Ask students, "What kind of source is this?" Prompt if necessary - primary or secondary? "Which sources were photographs, which were drawings? Is one better than the other? Might one be more credible than the other?

6 - At this time, divide students into pairs. If a computer lab is available, go to the lab and have students "Google" Caesar Rodney to learn more about this famous Delawarean. On an index card, each pair should record five new facts about CR. They should aim to record facts different than their classmates if possible. When returning to the classroom, discuss facts that were learned. Teacher should record the information on a class chart. Ask students, from what kind of source did we get our information? Is it credible? (If a computer lab is not available, print out information from the teacher computer and photocopy for students to read)

7 - Students should record any new information they learned about Caesar Rodney in their learning logs.

Debrief:

- Ask students, "What kind of resources did we work with in this lesson?"
- Which of these sources appeared credible? Which, if any, were not?

Formative Assessment ("Check for Understanding"):

- Constructed Response Handout K

Rubric(s)

2 = Gives accurate and relevant responses with an explanation.

1 = Gives accurate or relevant responses with no explanation.

0 = Irrelevant or no response.

Differentiation

- Small group work
- Individual work
- Read aloud/listening
- Internet access for additional research

What text/print/media/kit/web resources best support this unit?

- Palmer, C. A Declaration of Determination. Retrieved March 2, 2009, from National Archives Web site: http://*www.**archives**.gov/*

What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?

If there are students who are not gaining meaningful knowledge, provide a variety of leveled books or internet access in order for the student(s) to do additional research.

Technology Integration

- Students will have access to the Internet in order to gain more background knowledge.
- ELMO or overhead projector will be used to share photographs with the students in order to spark interest in the unit content.

Lesson # 3

Title of the Lesson: What led us to Independence?
Author(s): Crystal Graham and Jenyfer Casterline

Lesson Description:

- In this lesson, students will employ chronological skills to acquire and organize information about the causes of the Revolutionary War so that they understand the importance of Caesar Rodney's historic ride.

Time Required: 45 minute class period

Essential Question Addressed:

- To what extent does one historical event always lead to another?

Enduring Understanding:

- History is messy and it is up to historians to 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.

Materials:

- copy of book, "Delaware: The First State," by Dr. Carole Hoffecker
- Handouts B, C, D, E, F, G on overhead

- Handout A (Anticipation Guide)

Procedures:

- Before this lesson, make overheads of handouts B, C, D, E, F, G
- Have the students list 5 things they did since they woke up "this morning." Ask them to work with a partner to identify one consequence or effect of everything they listed. Ask if anyone was unable to identify a consequence. Then assist those who could not in a whole group. Was there anything they did that did not have a consequence or effect? Does one event always lead to another? (The idea is for students to realize that usually one event leads to another, but one event doesn't **always** have to lead to another). Explain to students that this is what historians are faced with when they have to make sense of history. In the absence of logical ordering, that which we observe or read about makes little if any sense. History is like a puzzle that must be put together.

- Handout the anticipation guide (Handout A). Have students read through each statement and record whether they believe it is a true or false statement in the "Before" column. Reassure them that they are not expected to know very much about the signing of the Declaration of Independence at this point so they should guess if necessary.

- Read aloud chapters 9 and 10 of "Delaware: The First State" by Dr. Carole Hoffecker. During the reading, show the overhead pictures (B-G) in order as story presents information as a visual. When finished, students should redirect their attention to their anticipation guide. In the "After" column, record whether each statement is in fact true or false.

- Have students work in partners to create a timeline depiction of the events that led up to the signing of the Declaration of Independence in learning logs.

Debrief:

- Reiterate the question, "To what extent does one historical event always lead to another?"
- Identify the consequences of the events on their timeline

Formative Assessment ("Check for Understanding"):

- Learning logs
- completed timelines

Resources & Teaching Tips

What text/print/media/kit/web resources best support this unit?

- Hoffecker, C. (1988). Delaware, The First State. New Jersey: Middle Atlantic Press.
- Palmer, C. A Declaration of Determination. Retrieved March 2, 2009, from National Archives Website: http://www.**archives**.gov/

- Remedia Publications, Inc. (2002). The Boston Tea Party, taken from Skills Based Reading Blackline Masters. Arizona: Remedia Publications, Inc.

What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?

If there are students who are not gaining meaningful knowledge, provide variety of leveled books or internet access in order for the student(s) to do additional research.

Differentiation

- Individual activity
- Partner activity
- Listening/set purpose for listening with anticipation guide
- Hands on/cut & paste

Lesson # 4

Title of the Lesson: The Ride of Caesar Rodney

Author(s): Crystal Graham and Jenyfer Casterline

Lesson Description:

In this lesson, students will examine both primary and secondary sources to analyze for credibility and gain knowledge about the famous ride of Caesar Rodney. Students will also recognize that there are two different accounts of the ride of Caesar Rodney

Time Required: Three 45 minutes sessions

Essential Question Addressed:

- Which historical source is best?

Enduring Understanding:

- Many different types of sources exist to help us gather information about the past.
- These sources need to be critically analyzed and categorized as they are used.

Materials:

- computer lab (or access to research)
- construction paper
- scissors
- stapler
- red marker
- teacher model of four-door foldable (see reference page A)
- assessment

Procedures:

Day One

1 - Have students recall who Caesar Rodney was and what he was famous for.

2 - Explain to students that they will be researching today. Pose the following situation: Caesar Rodney's ride to Philadelphia is somewhat controversial. Some say that he heroically made the 2 day trip in one long night on horseback. Another account states that he only made the trip halfway on horseback and the rest of the way in a carriage. Your task is to prove that one of these versions is the correct version using books, newspapers, Internet, encyclopedias, etc. Write a letter to the Delaware Historical Society, sharing with them your findings. Be sure to defend your source as credible.

3 - In learning logs, have students answer the following question: Of all the resources analyzed today, which did you feel was the most credible? Explain why?

Day Two: Unit Assessment:
1 - Have students take turns sharing something from their Day 1 learning logs.

2 - Show the teacher model of the four-door foldable (Teacher Reference Page A). using a map from the social studies book or a classroom map, draw a map outline of Delaware and Pennsylvania connected. Students should trace the route that Caesar Rodney traveled from Dover to Philadelphia in red marker. On the inside of the foldable, students will write to the following prompt:

You are a reporter in 1776 who heard about Caesar's fantastic ride to Philadelphia. As a reporter, use your credible resources to determine whether CR was a hero that saved America or just another statesman doing his elected duty. Write an editorial sharing your discoveries about what really happened.

Rubric(s)

2 = Gives an accurate and relevant response with an explanation.

1 = Gives an accurate or relevant response with no explanation.

0 = Irrelevant or no response.

Debrief:

- Ask, "How do artifacts and documents influence how history is written?"

Formative Assessment ("Check for Understanding"):

- Learning logs
- successful completing of foldable
- informal monitor through discussion

What text/print/media/kit/web resources best support this unit?

- Zike, D. (2002). The Big Book of Social Studies: Read, Write, Research. Dinah- Might Adventures, LP.
- Boston Massacre Historical Society. Boston Massacre in Facts and Numbers, Retrieved March 2, 2009 from **http://www.bostonmassacre.net/facts-and-numbers.htm**

What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?

- If there are students who are not gaining meaningful knowledge, provide a variety of leveled books or Internet access in order for the student(s) to do additional research.

Differentiation

- Whole group activity
- Teacher guidance/summary of given texts
- Hands on activity
- Introduce vocabulary students may find difficult at the beginning of the lesson

Technology Integration

- Students will have access to the Internet in order to gain more background knowledge.

ELMO or overhead projector will be used to share photographs with the students in order to spark interest in the unit content.

Handout A

Anticipation Guide

Directions: Read each statement. Mark whether you believe the statement is true or false in the "Before" column. After listening to the reading, revisit each statement. Mark whether each is true or false in the "After" column.

Before I Read		After I Read
_____	1. France and Spain often fought over territory in North America.	_____
_____	2. The final battle, "The French and Indian War" began in 1756 and lasted until 1763.	_____
_____	3. In 1765 England passed the Stamp Act, which meant that Americans had to use stamps to mail letter.	_____
_____	4. Americans were excited about the Stamp Act.	_____
_____	5. In 1767 England imposed taxes on Americans on all imported goods by passing the Townshend Act.	_____
_____	6. John Dickinson became famous by writing editorials protesting the taxes.	_____
_____	7. Americans boycotted English goods so England would stop taxing them.	_____
_____	8. The Boston Tea Party in 1774 was when the colonies celebrated not having to pay taxes by having a tea party.	_____

_____ 9. June 1776, the Lower Counties became the state of Delaware. _____

_____ 10. July 1776, Congress voted to accept the Declaration of Independence. _____

_____ 11. 1777 was the battle of Cooch's Bridge - only Revolutionary War battle that was fought in Delaware. _____

_____ 12. In 1781, the French and American forces defeated England in Yorktown, Virginia. _____

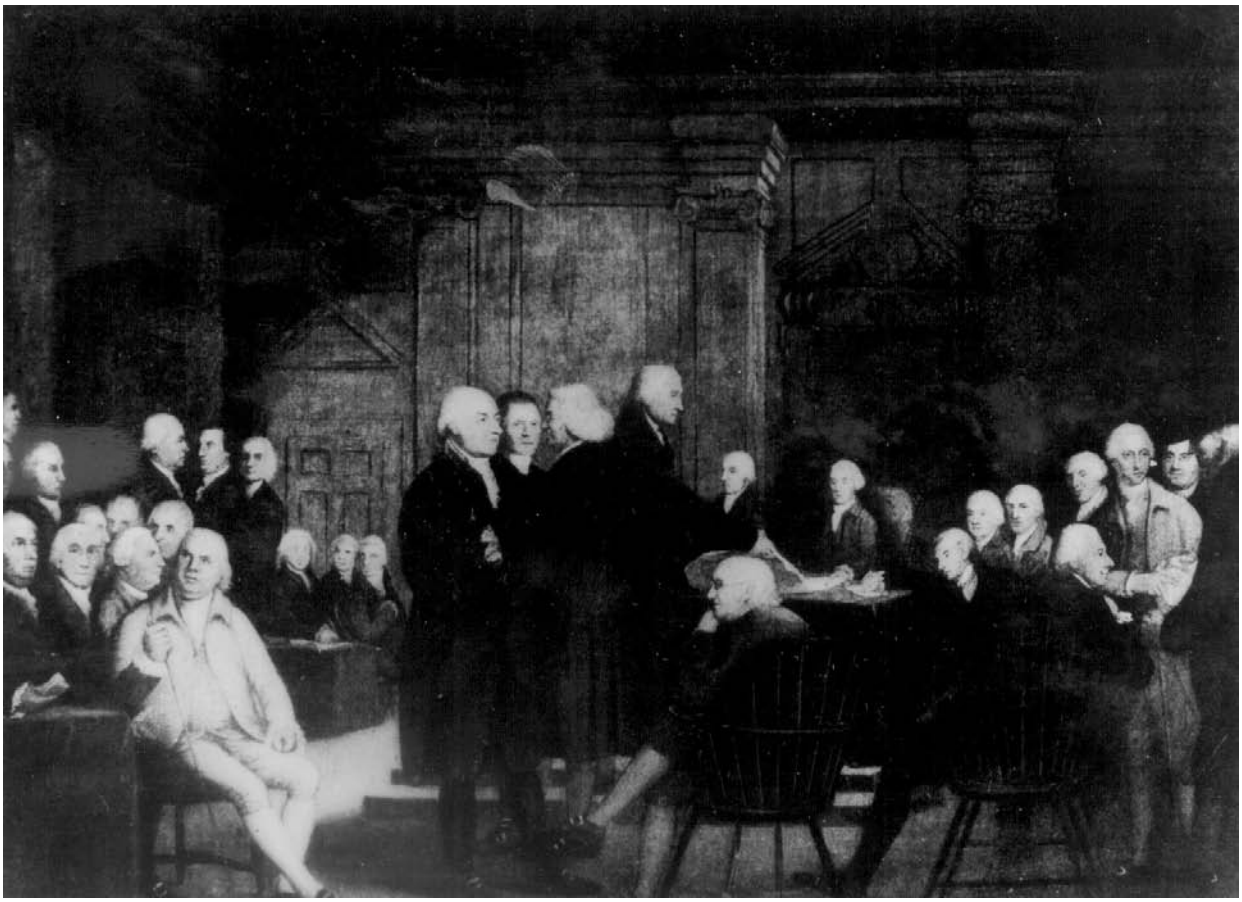
_____ 13. In 1763, England signed a treaty declaring the independence of the United States of America. _____

Use the information from the anticipation guide to create a timeline of these events on a separate piece of paper.

Handout B

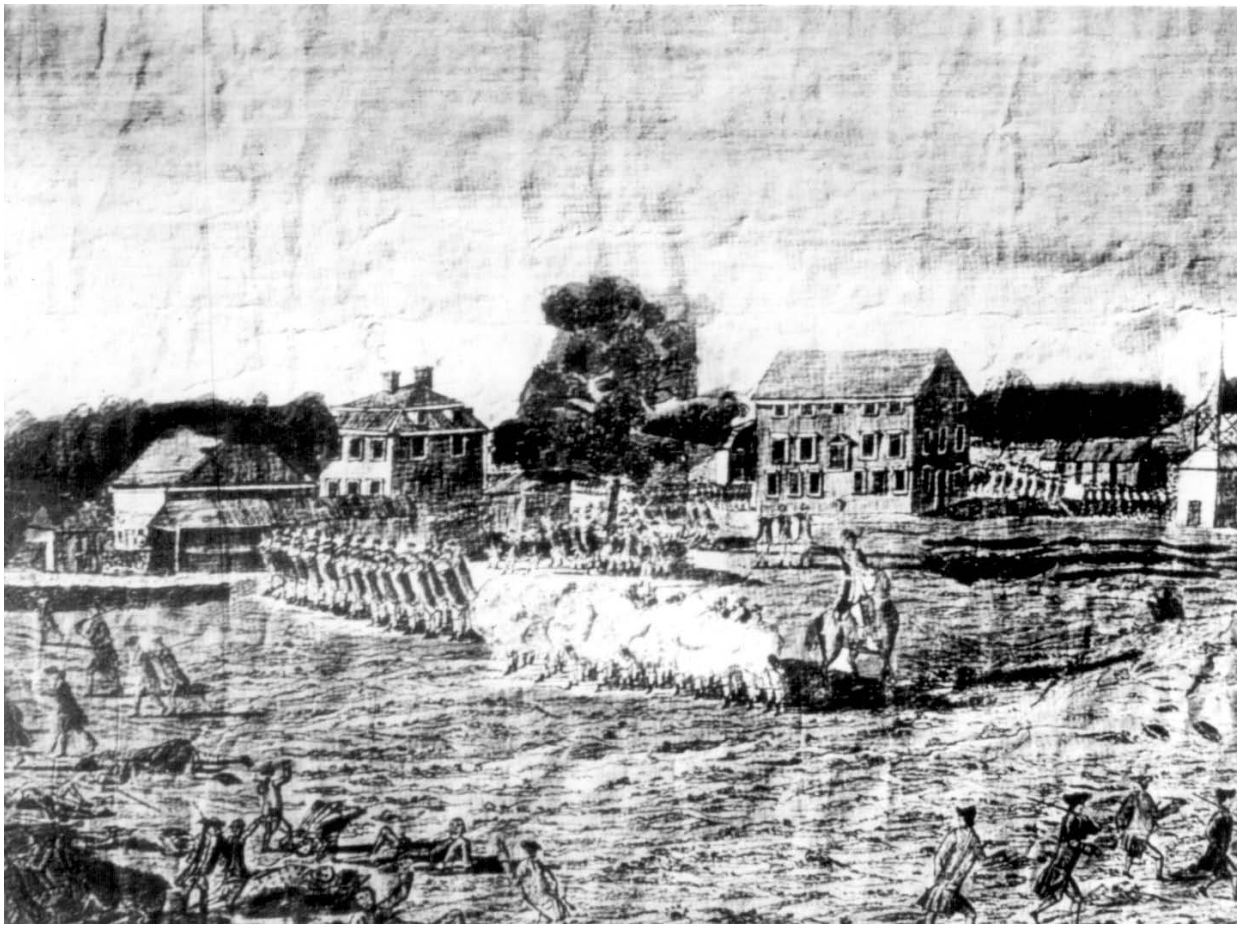
The Signing of the Declaration of Independence

Handout C



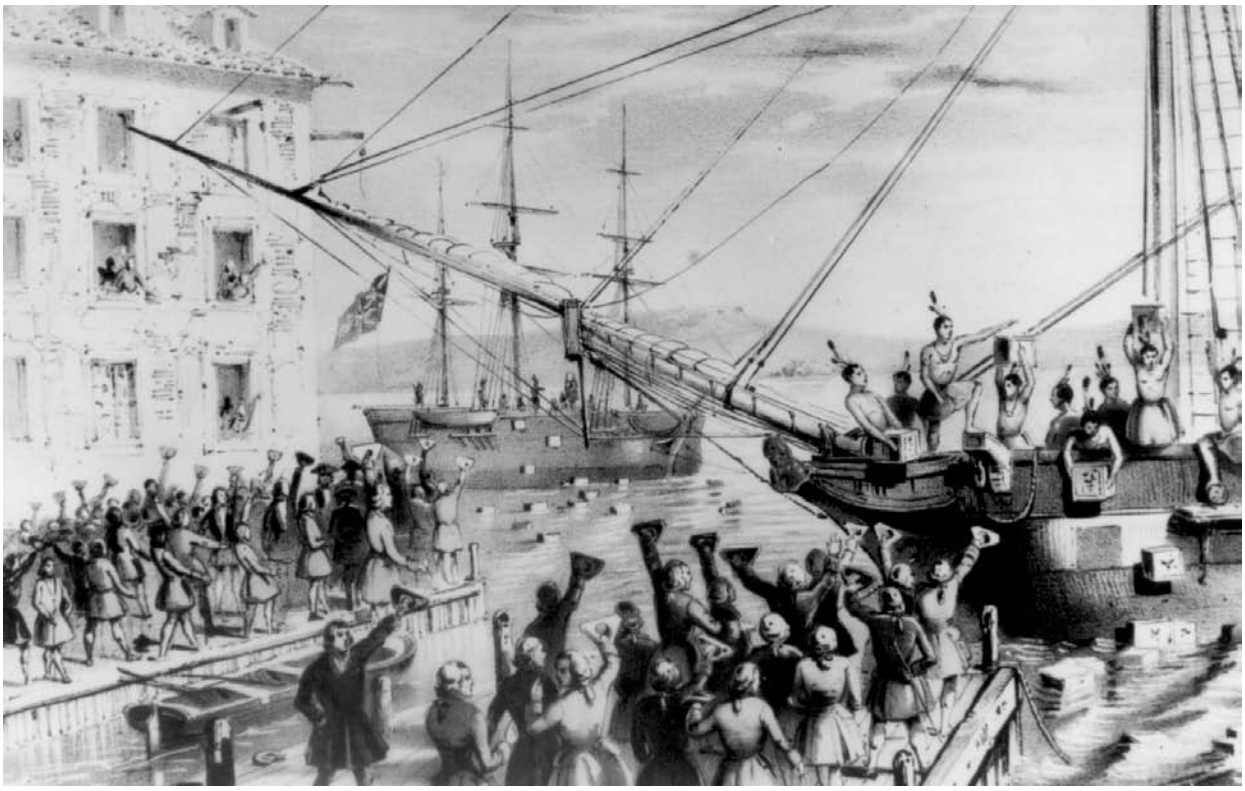
Voting at the Second Continental Congress

Handout D



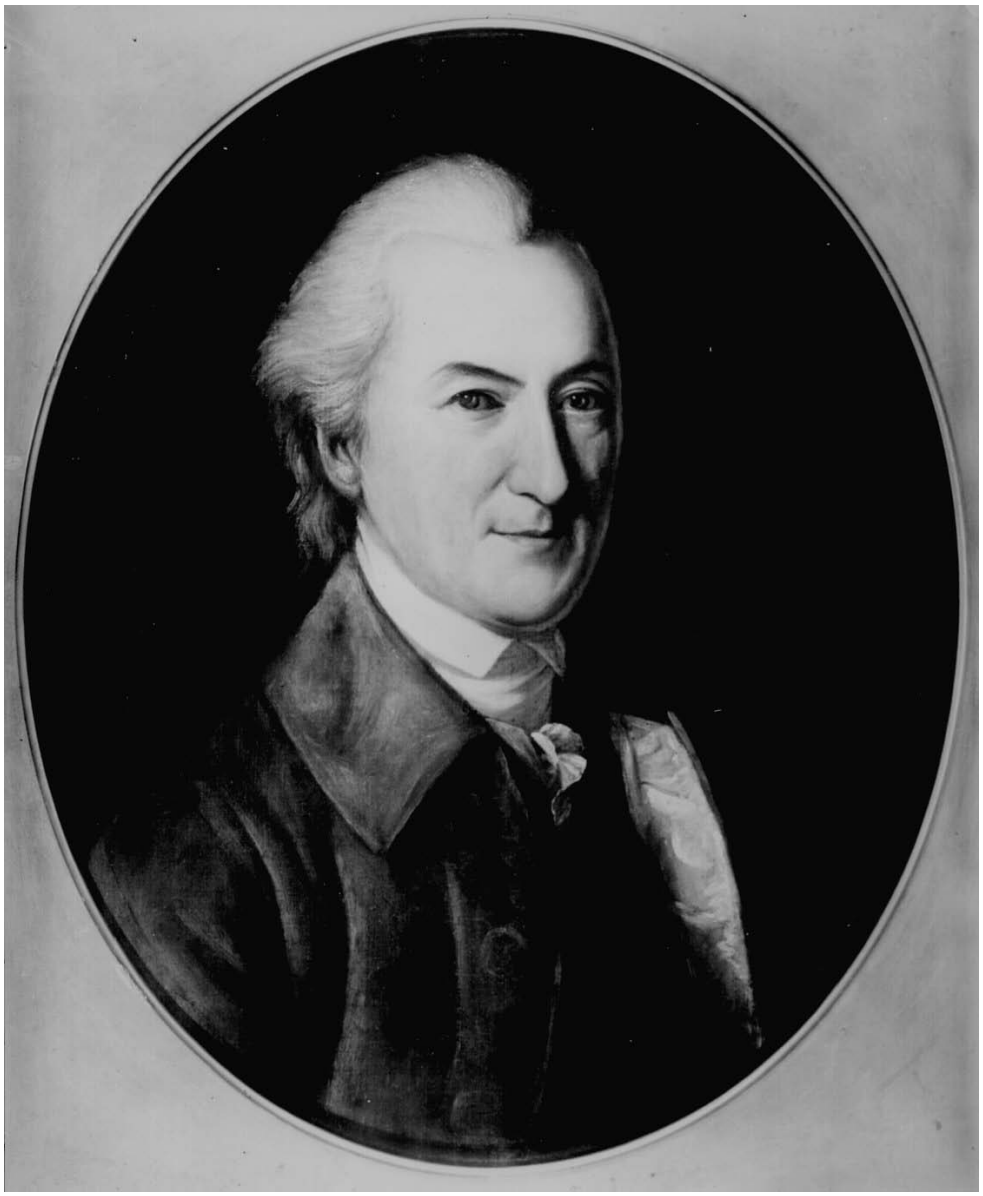
Redcoats and Massachusetts Militia at Battle of Lexington

Handout E



Boston Tea Party

Handout F



John Dickinson

Handout G

King George

Handout H

Caesar Rodney

Handout I

Colonists during the Stamp Act

Handout J

Marble statue of Caesar Rodney

Handout K

Constructed Response

Bob is a gemologist who heard about the "Heart of the Ocean" necklace that sunk along with the Titanic. However, many people believe that the existence of this necklace is a hoax. Bob is determined to prove that this necklace is/was real. He located the following evidence:

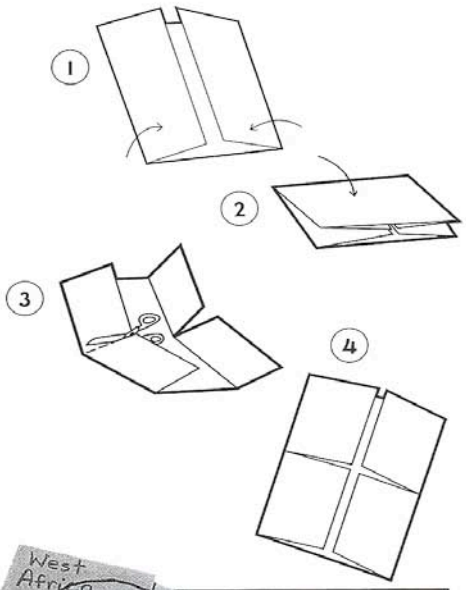
- *a journal entry from a passenger on the boat, describing the necklace in great detail*
- *an interview statement of the great-great granddaughter of a passenger who survived the fateful Titanic. The granddaughter stated that her grandmother saw a woman had the necklace on at dinner on the last evening of the ship's sail before it struck the iceberg*
- *a record of the ship's captain containing a log of the valuables checked in prior to departure.*

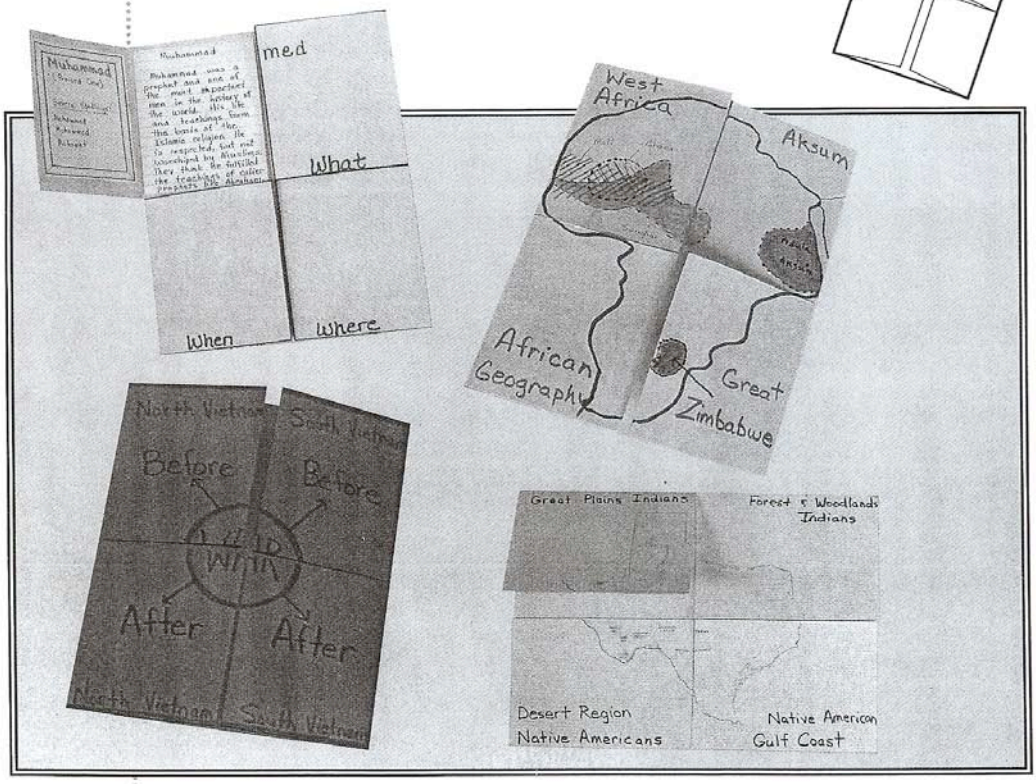
1. *Which of the above sources are primary? Explain why.* _____
   _____
2. *Which of the above sources are secondary? Explain why.* _____
   _____
3. *Which would be the best source for Bob to use to prove that this necklace really did exist? Explain why.*
   _____
   _____
   _____

Four-Door Book

1. Make a *shutter fold* (see page 20) using 11" x 17" or 12" x 18" paper.
2. Fold the *shutter fold* in half like a *hamburger.* Crease well.
3. Open the project and cut along the two inside *valley* folds.
4. These cuts will form four doors on the inside of the project.

Use this fold for data occurring in fours. When folded in half like a *hamburger,* a finished *four-door book* can be glued inside a large (11" x 17") *shutter fold* (page 20) as part of a larger project.





Visual 1

The Scandal

A social studies teacher has strong suspicions that a student named Bob cheated on a test. The social studies teacher plans to investigate the alleged act of cheating by questioning some of the other students in the class. . The social studies teacher has asked the science teacher on his middle school team to help out with the investigation.

Visual 2

Witnesses

Erin - sits in front of the room. Likes Bob very much
Katie - sits next to Bob in the back of the room
Sean - sits next to Bob in the back; dislikes Bob greatly
Ryan - sits in the middle of the room