

**Lesson Name**

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| Investigating Cause for British Surrender following the Battle of Yorktown: A Circle of Knowledge Exercise with Historical Documents |

**Authors**

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**Grades**  **Subject**  **Topic**

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| Fifth, Eleventh | U.S. History | The Battle of Yorktown |

**Unit Name** **Estimated Time Needed for Lesson**

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| The American Revolution | ~ 90 minutes |

**State/Common Core Standard, Grade Level & Description**

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| *Standard Number* |  | *Detailed description of each standard.* |
| **Common Core Standards 4th**  **Grade** |  |  |
| ELACC4RL1 |  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| ELACC4RI3 |  | Explain events, procedures, ideas, or concepts in a historical,  scientific, or technical text, including what happened and why, based on  specific information in the text. |
| ELACC4RI9 |  | Integrate information from two texts on the same topic in order  to write or speak about the subject knowledgeably. |
| **Common Core Standards 11th Grade** |  |  |
| CCSS.ELA-Literacy.RI.11-12.1 |  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS.ELA-Literacy.RI.11-12.7 |  | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| **4th Grade GPS** |  |  |
| SS4H4c |  | Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and ***Yorktown***. |
| **11th Grade GPS** |  |  |
| SSUSH4 |  | The student will identify the ideological, military, and diplomatic aspects of the American Revolution. |
| SSUSH4d |  | Explain the role of geography at the ***Battle of Yorktown***, the role of Lord Cornwallis, and the Treaty of Paris, 1783. |

**NCSS Theme Description**

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| *Theme Number* | *Detailed description of each NCSS theme.* |
| 1 | **Culture.**The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points. |
| 2 | **Time, Continuity, and Change** - Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life. |
| 6 | **Power, Authority, and Governance** - The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. |
| 7 | **Production, Distribution, and Consumption** - People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. |

**The Cultural Approach Category Description**

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| *Category* | *Detailed description of each Category that is a focus of this lesson* |
| **Social** | Public reaction to war is often one that is socially determined and historically bounded, often changing over time and across social groupings. |
| **Political** | Struggles between different parties, and different branches of government can often be the catalysts for the decisions made by states regarding conflict and warfare. |
| **Intellectual** | Ideological changes of the leaders and people of a state can influence the decisions made by the state. |
| **Economic** | States make decisions, including decisions regarding conflict and warfare, based upon perceived costs and benefits. |

**Handouts/Materials/ Textbook Pages/Web Links**

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| *List all of the materials in the lesson. List pages in textbooks and online links.*  **All Grade Levels:**   * **GUIDESHEET**  **#1** - *Investigating Cause for British Surrender following the Battle of Yorktown: A Circle of Knowledge Exercise with Historical Documents* * **GUIDESHEET #2 –** Position Development Charts - one for each group (i.e., social, econ, etc.) and one for the second group discussion. * **DOCUMENT COLLECTIONS**  – Teachers and students may print or view the documents by following the links indicated below, or, they may use the documents in the document lists provided – one version each for 4th and 11th grades. In some instances, the documents have been pared down and/or modified for lower grade levels.   + - **NOTE:** Several of the documents are viewable only online and are not printable.   **4th Grade:**   * Edmund Burke. 1776. “Speech on Conciliation with the Colonies.” The works of the Right Honourable Edmund Burke. 6 vols. London: Henry G. Bohn, 1854-56.   AVAIL: <http://press-pubs.uchicago.edu/founders/documents/v1ch1s2.html>   * Richard Price. 1776. “Whether the War with America is Justified by the Principles of the Constitution.” *Observations on the Nature of Civil Liberty, the Principles of Government, and the Justice and Policy of the War with America.*   AVAIL: <http://www.constitution.org/price/price_3.htm>   * James Fox. 1781. “A Response to Mr. Hartley’s Motion to Restore Peace with America.” *Speeches of the Right Honourable Charles James Fox in the House of Commons.*   AVAIL: <http://books.google.com/books?vid=OCLC12546677&id=4EEJiAHWgk8C&printsec=toc&dq=%22charles+james+fox%22&sig=_FA0tp0o4IO7in3jHt_GuqGajZY#v=onepage&q=%22charles%20james%20fox%22&f=false>   * William Blake. 1793. frontispiece. America: A Prophecy. London: Drawing, with watercolor and ink. Lessing J. Rosenwald Collection, Rare Book and Special Collections Division, Library of Congress (61)   AVAIL: <http://www.loc.gov/exhibits/british/brit-2.html>   * James Gillray. 1782. "The American Rattle Snake." London: W. Humphrey, April. Enlarged version Etching. Prints and Photographs Division, Library of Congress (57)   AVAIL: <http://www.loc.gov/exhibits/british/brit-2.html>   * The History of Parliament: the House of Commons 1754-1790, ed. L. Namier, J. Brooke, 1964. Boydell and Brewer.   AVAIL: <http://www.historyofparliamentonline.org/volume/1754-1790/member/north-frederick-1732-92>   * Andrew Jackson O'Shaughnessy. 2013. The men who lost America: British leadership, the American Revolution, and the fate of empire. (New Jersey: Yale University Press,): 12-13.   AVAIL: [**https://books.google.com/books?id=sJ6ZrzmcbSoC&pg=PA13&lpg=PA13&dq=british+national+debt+during+the+american+revolution&source=bl&ots=A9DDPJFGrl&sig=CuOgr6fanuSzi-kHNKb0mQ2QqOQ&hl=en&sa=X&ei=vuurVL6LM4SVyASphYCgAw&ved=0CEQQ6AEwBjge#v=onepage&q=british%20national%20debt%20during%20the%20american%20revolution&f=false**](https://books.google.com/books?id=sJ6ZrzmcbSoC&pg=PA13&lpg=PA13&dq=british+national+debt+during+the+american+revolution&source=bl&ots=A9DDPJFGrl&sig=CuOgr6fanuSzi-kHNKb0mQ2QqOQ&hl=en&sa=X&ei=vuurVL6LM4SVyASphYCgAw&ved=0CEQQ6AEwBjge#v=onepage&q=british%20national%20debt%20during%20the%20american%20revolution&f=false)   * Lieutenant-General Alexander Leslie. 1781. In Davies, K. G. (ed.). 1972. *Documents of the*   *American Revolution, 1700-1783.* Vol. XX, Transcripts 1781.  **11th Grade:**   * William Blake. 1793 frontispiece. America: A Prophecy. London: Drawing, with watercolor and ink. Lessing J. Rosenwald Collection, Rare Book and Special Collections Division, Library of Congress (61)   AVAIL: <http://www.loc.gov/exhibits/british/brit-2.html>   * James Gillray, April 1782. "The American Rattle Snake." London: W. Humphrey. Enlarged version Etching. Prints and Photographs Division, Library of Congress (57)   AVAIL: <http://www.loc.gov/exhibits/british/brit-2.html>   * Brian Freeman. 2009. “British Reaction and Views of the American Revolution.”   AVAIL: <http://digitaldisruption.blogspot.com/2010/02/british-reaction> and-views-of-american.html   * Edmund Burke. 1776. “Speech on Conciliation with the Colonies.” The works of the Right Honourable Edmund Burke. 6 vols. London: Henry G. Bohn, 1854-56.   AVAIL: <http://press-pubs.uchicago.edu/founders/documents/v1ch1s2.html>   * Richard Price. 1776. “Whether the War with America is Justified by the Principles of the Constitution.” *Observations on the Nature of Civil Liberty, the Principles of Government, and the Justice and Policy of the War with America.*   AVAIL: <http://www.constitution.org/price/price_3.htm>   * James Fox. 1781. “A Response to Mr. Hartley’s Motion to Restore Peace with America.” *Speeches of the Right Honourable Charles James Fox in the House of Commons.*   AVAIL: <http://books.google.com/books?vid=OCLC12546677&id=4EEJiAHWgk8C&printsec=toc&dq=%22charles+james+fox%22&sig=_FA0tp0o4IO7in3jHt_GuqGajZY#v=onepage&q=%22charles%20james%20fox%22&f=false>   * The History of Parliament: the House of Commons 1754-1790, ed. L. Namier, J. Brooke, 1964. Boydell and Brewer.   AVAIL: <http://www.historyofparliamentonline.org/volume/1754-1790/member/north-frederick-1732-92>   * O'Shaughnessy, Andrew Jackson. 2013. The men who lost America: British leadership, the American Revolution, and the fate of empire. New Jersey: Yale University Press, 12-13.   AVAIL: [**https://books.google.com/books?id=sJ6ZrzmcbSoC&pg=PA13&lpg=PA13&dq=british+national+debt+during+the+american+revolution&source=bl&ots=A9DDPJFGrl&sig=CuOgr6fanuSzi-kHNKb0mQ2QqOQ&hl=en&sa=X&ei=vuurVL6LM4SVyASphYCgAw&ved=0CEQQ6AEwBjge#v=onepage&q=british%20national%20debt%20during%20the%20american%20revolution&f=false**](https://books.google.com/books?id=sJ6ZrzmcbSoC&pg=PA13&lpg=PA13&dq=british+national+debt+during+the+american+revolution&source=bl&ots=A9DDPJFGrl&sig=CuOgr6fanuSzi-kHNKb0mQ2QqOQ&hl=en&sa=X&ei=vuurVL6LM4SVyASphYCgAw&ved=0CEQQ6AEwBjge#v=onepage&q=british%20national%20debt%20during%20the%20american%20revolution&f=false)   * Lieutenant-General Alexander Leslie. 1781. In Davies, K. G. (ed.). 1972. *Documents of the*   *American Revolution, 1700-1783.* Vol. XX, Transcripts 1781.  **Additional Sources:**   * (Text) October 19, 1781: Cornwallis Surrenders at Yorktown. *The History Channel.*   AVAIL: <http://www.history.com/this-day-in-history/cornwallis-surrenders-at-yorktown>   * (Video) The Battle of Yorktown. From the *History Channel*, “Americans win the Battle of Yorktown.”   AVAIL: <http://www.schooltube.com/video/f97b8621b2b628a42502/>   * (Text) “Revolutionary war: Groping toward peace, 1781-1783.” *The Library of Congress.*   AVAIL:<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/peace/>   * (Text) Articles from the Treaty of Paris. Yorktown and the Treaty of Paris.   AVAIL: <http://www.ushistory.org/us/11i.asp> |

**Guiding Questions**

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| *What should students know or understand at the completion of the unit or lesson?*  **All Grade Levels:**   * Did the British defeat at Yorktown cause the British government to negotiate a peace treaty with the American colonists? * Is the French and American victory at Yorktown the event that caused the end of the Revolutionary War? * Which factors were most influential in the British decision to negotiate surrender following the Battle of Yorktown? * Think about recent or historical moments of conflict in our Nation’s history, domestic or international. In those instances, what are/were the circumstances/factors that brought about an end to the conflict or to a resolution? * Think about an argument that you may have had with a friend, acquaintance or family member. In those instances, what are/were the circumstances/factors that brought about an end to the conflict or to a resolution?   **Additional Questions**   * What is a primary/secondary source? * What are ways to gain a better understanding of an historical event or person? * Which type of source is the most accurate primary/secondary? When? Why? |

**Indicators of Achievement**

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| *List all of the important indicators of achievement (important people, places, and events) and vocabulary that students will need to know at the conclusion of the lesson.*   * ***The Battle of Yorktown*** - (September 28th – October 19th, 1781) – A turning point in the American Revolution and the last major military engagement of the war. American forces under General George Washington heavily aided by the French. * ***Treaty of Paris*** *–* (September 3, 1783) – Negotiated surrender of the British in the American Revolution. Nearly two year after the Siege of Yorktown, the agreement formally recognized American independence. * ***General Charles Cornwallis*** *–* British general and second in command in the American War for Independence. Hoping for a decisive victory in Virginia, his ~8,000-man force ultimately took a position at Yorktown which came under siege by land and sea and forced his surrender. * ***Compte de Rochambeau* and *Compte de Grasse*** *–* French commanders of the land army and navy at Yorktown, respectively. |

**Assessment Strategies**

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| *Describe the assessments that will be used during the unit.*  **Formative Assessment** – Small-Group Deliberation, Construction and Presentation of Evidence-Based Arguments, Consensus Building  **Summative Assessment**- Final Consensus Statements, “What mattered most” Writing Assignment |

**Teaching Strategies**

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| 10-12min | Introduction of Circle of Knowledge activity, including warm-up  Organization of Teams and Groups | 20min | Small Group Deliberation/Position Development  Kindling Activity & Position Sharing | 30min | Consensus Building & Whole-Class Debriefing  Conclusion/Summary; Assignment of “What mattered most” |
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| 3-5  min | 15min | 10min |
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|  | *Describe all of the teaching strategies that you will be using in this lesson. In the squares calculate the percentage of the lesson that the strategy will take. For example in an hour lesson, lecture should take no more than 25% (15mins) of the lesson* | | | |

**Sparking Strategy/Warm-Up**

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| *Sparking Strategy (Lesson introduction)*  Think about recent or historical moments of conflict in our Nation’s history, domestic or international. In those instances, what are/were the circumstances/factors that brought about an end to the conflict or to a resolution?  (OR)  Think about an argument that you may have had with a friend, acquaintance or family member. In those instances, what are/were the circumstances/factors that brought about an end to the conflict or to a resolution?  In addition to the sample questions related above, this circle of knowledge activity also contains a short PowerPoint (see attached) intended to support a brief mini-lecture/discussion on the circumstances surrounding the Battle of Yorktown and British negotiation of surrender at the conclusion of the American Revolution. Depending on time constraints and student needs, there are also short video clips that may be instructional and ensure essential content understanding (see *Additional Sources* above). |

**Lesson Procedures**

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| *In a numerical list provide a step by step outline of the lesson. Include questions you will ask the students and materials you will use.*  **Outline (Steps also clarified in Guide Sheet)**   1. **Establish the topic and purpose of the discussion**  * *The Battle of Yorktown and causes pertaining to British surrender negotiations, Treaty of Paris, 1783.*  1. **Develop a focus question**  * *Which factors were most influential in the British decision to negotiate surrender following the Battle of Yorktown?*  1. **Develop a sparking question**  * *Think about recent or historical moments of conflict in our Nation’s history, domestic or international. In those instances, what are/were the circumstances/factors that brought about an end to the conflict or to a resolution?*   (OR)   * *Think about an argument that you may have had with a friend, acquaintance or family member. In those instances, what are/were the circumstances/factors that brought about an end to the conflict or to a resolution?*  1. **Decide how students will acquire the information they need to participate in the discussion:**  * *Students will view a short video on the Battle of Yorktown (and/or) take part in a short mini-lecture discussion.* * *Students will be divided into three groups:*    + ***Group 1:*** *Economic Factors*   + ***Group 2:*** *Social Factors*   + ***Group 3:*** *Political/Intellectual Factors* * *Each group will read through key documents relevant to their assigned category. Each student in the group can read the same text or different texts.* * ***NOTE:*** *While there are three categories used to frame the discussion, teachers may choose to have multiple sets of each category depending on class size, learning needs, etc.*  1. **Develop a kindling activity.**    1. **Part 1: Have students answer their questions individually**    2. **Part 2: Have students answer their questions in a small group.**    3. **Part 3: Have students discuss as a large group. Keep track of answers.**  * ***Part 1:*** *After reading their assigned documents individually, each group member will discuss why they think their category/factor (e.g., social, political, economic) was the most the significant leading to negotiated surrender. Have students write their group’s comments on the handout provided.* * ***Part II:*** *Break students into groups of* ***3*** *(one for each original group; or adapt as needed while ensuring category representation). Have students discuss their respective category/factor and why they believe that each was most significant.* * ***Part III:*** *Bring class back as a whole group. Have them discuss the original prompt together as a class:*   ***PROMPT:*** *Which of these elements,* ***social, political/intellectual, or economic,*** *had the greatest impact on the British decision to negotiate surrender following the Battle of Yorktown in 1781?*   1. **Create a synthesis activity for the discussion**    1. **A written summary of all the opinions**    2. **A defense of one’s own opinion against the others**    3. **A group project**    4. **A visual organizer**  * ***Option B:*** *What mattered most!?Given what students have learned in their small groups and during the whole-class discussion, have them write a short essay answering the activity prompt for themselves. In the essays, ensure that there is a commitment to evidence-based reasoning. Teachers may wish to require that students incorporate at least 2-3 documentary sources to support their claims. Also, depending on time constraints and grade-level, this assignment may be most appropriate as a homework/extension of the lesson activity.* |

**Differentiation**

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| *Think about students’ skill levels, intelligences, and learning styles.*  **Scaffolds:** Work with students individually if needed to answer questions and further explain any material. Make sure that the student table groups have mixed students so that higher achieving students are working with/helping their classmates. The readings vary in complexity and should meet the needs of a diversity of students and literacy levels.  **ESOL Interventions:** Give students background knowledge and vocabulary before moving on to lesson. Consider providing alternate terms for difficult vocabulary within the texts. Most texts provided in the exercise can be manipulated in Word.  **Extensions/Interventions**: For gifted students additional written sources could be used. For students with special needs more images/film clips could be used as sources. |

**Summarizing Strategies/Synthesizing Activity**

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| *The strategies to allow students to summarize what they learned in the lesson.*  Strategies we will use:   * Structured Small-Group Discussion * Whole-Class Debriefing Discussion * Consensus Statements * Summative *“What mattered most”* Essays |

**Citations (as needed)**

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| Bowler, R. A. 1975. *Logistics and the Failure of the British Army, 1775-1783.* New Jersey:  Princeton University Press.  Brickham, T. 2009. *Making headlines: The American Revolution as seen through the British*  *press.* Dekalb: Northern Illinois University.  Davies, K.G. 1972. *Documents of the American Revolution, 1770-1783.* Vol. xx, Transcripts  1781.  Ketchum, R. M. 2004. *Victory at Yorktown: The campaign that won the revolution*. New  York: Holt.  Roberts, S.L. 2013. Let freedom ring: Using the circle of knowledge strategy to examine  American symbols. *Social Studies and the Young Learner 25(4):* 23-26.  Silver, H.F., Strong, R.W. & Perini, M.J. (2007). *The strategic teacher: Selecting the right*  *research-based strategy for every lesson.* Alexandria, VA: Association for Supervision and  Curriculum Development. |