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Social Studies Instruction and Integration

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Abstract

Social studies education has been on the decline for many years. With a big part of the blame on standardized testing, it's important to find ways to utilize the growing reading instructional time to make connections to history. This research utilized a variety of primary sources in social studies lessons. This allowed for the teacher to be able to meet many different standards across content areas in one lesson. Student motivation and engagement was heightened through cross-curricular lessons. The research conducted was completed in a small, rural school; one limitation being there were only 15 students included in the research. Future research should include a larger sample with more variety in student backgrounds. This research proved that, while students might have limited knowledge of historical content prior to lessons, it's important to utilize many different resources in order to engage students and create a successful learning environment. While a social studies overlap with English Language Arts is encouraged in many classrooms, this research shows the outcomes of such and how it can positively impact student growth.

Introduction

Over the past two decades, social studies education in schools has made a drastic decline. Many researchers point this decline to the increase of standardized state assessments and the emphasis on English Language Arts (ELA) and math. During this time, instructional time for social studies has decreased in elementary schools. It has been deemphasized in colleges for teacher preparation. Teachers now feel less confident teaching social studies, and in many schools are creating their own curriculum to teach (McMurrer, 2008). The stress put on teachers and students to perform well on the mandated state assessments makes it very difficult to focus on anything other than what would be covered on that test (Lucey et al., 2014). However, many schools are now beginning to include historical texts such as primary sources and secondary sources including biographies, and/or trade books within their reading curriculum for students to evaluate the sources and delve into the social studies education that would otherwise be lacking. With this also come downfalls in the system. Some of the researchers suggest that this type of education is causing students to feel that social studies education is not important in their lives because it is not being taught as one of the core subjects. Teachers could enact change. How could history and reading instruction be integrated in a beneficial way to close the gap of instructional time for both?

State and National Education Initiatives

Social studies education has declined tremendously since the No Child Left Behind Act [NCLB] has been put into place. Some research has showed that since 2004, social studies instruction time has decreased over the years, while reading instruction has reached an all time high (Fitchett & Heafner, 2014). Along with this, the study showed

that math instruction and reading instruction continue to increase taking up much of the school day. While the data did show that social studies has always been taught less than the other subjects, the continual decrease has led researchers to come to the conclusion that it is because of the NCLB and the changes that have been made to those laws since. Social studies instructional time has decreased an average of nearly one third, while reading and math instructional time has increased almost half combined (McMurrer, 2008). Overall, the stresses of the standardized state tests have driven an educational shift in the content being taught in the schools today. However, some other studies completed have found that from 1987 to 2004, the social studies instruction time continued to decrease. This would suggest that it was not because of the NCLB Act, but rather just a national movement that has happened.

Common Core State Standards Initiatives (CCSSI) seeks to create coherent and reliable standards that are applicable to real-world settings. These were promised to maintain true that all students will receive a high education despite their background of schooling or life (National Governors Association Center for Best Practices & Council of Chief State School Officers [NGA & CCSSO], 2010). Because of the focus on reading and math within these standards, the decline of social studies education has continued. However, within the standards, reading informational texts is a component for students to be learning. Using these standards within a social studies lesson would be beneficial for any classroom.

After the CCSS were put into place, social studies teachers were worried about their lack of focus for their particular content area. These teachers are pushed to teach more ELA and literacy skills in their social studies curriculum, while ELA teachers are

urged to incorporate more informational texts that are interrelated to social studies. Social studies curriculum has shifted focused around higher order thinking and literacy (Kenna & Russell, 2014). Teachers are utilizing pre-reading, during reading, and note taking strategies for students in order to drive the background knowledge, vocabulary understanding, summarizing, and synthesizing information they are reading for the best comprehension of the social studies text (LaDuke et al., 2016).

College, Career, and Civic Life (C3) Framework was created in order for schools to begin improving their social studies curriculum, as it has been marginalized with what little instructional time is spent on it, as well as building the critical thinking and problem solving mindset that the Common Core State Standards (CCSS) are working toward as well. Another central focus of C3 is to bridge the gap between the ELA informational text standards and social studies. As the C3 website mentions, student motivation can be heightened when students are asked to think deeper into difficult problems, but when instructional time is spent in textbooks, they become disconnected. The standards are stepping forth to get students to make significant connections to real life experiences (National Council for the Social Studies [NCSS], 2013). Each aspect of the C3 standards are focused around the CCSS anchor standards in reading informational texts (LaDuke et al., 2016). Social studies curriculum benefits students in many ways beyond just the classroom setting. Problem solving, communication, and working with real world issues to prepare them for their future is at the heart of the new C3 Framework. Students are asked to collaborate, use critical thinking skills, and ask and answer difficult questions (Herczog, 2014).

The C3 Framework focuses on the cognitive tasks that help students grasp complex content and real life connections, similar to that of the CCSS. Students are asked to pose questions, analyze, and reason with a text in the C3 Framework, which is exactly what CCSS is having students do with informational texts (Herczog, 2014). When working within the C3 Framework, students have to find sources, evaluate those sources, and use specific evidence to form opinions about certain topics. They have to use speaking and listening standards to discuss and work collaboratively with peers, as well as pose questions for investigation (Herczog, 2013). C3 and CCSS have very similar language used for their standards in order to solidify the overlap that they share. Using questioning techniques like argument, explanation, and point of view are just a few (NCSS, 2013).

Technology has helped to lend social studies integration in the reading curriculum. The shift of technology over the course of time has led to a greater emphasis in the social studies instructional methods and its inclusion of the CCSS. While only two of the standards relate to technology, using the resource can provide more sources and content for the student to work with (Kenna & Russell, 2014). This relates back to the standard for reading informational text that asks students to evaluate content from diverse formats and information from multiple sources (NGA & CCSSO, 2010).

Further research needs to be completed in order to understand the connection teachers can make across these two subject areas. Within this study, research will show how a few mini-lessons with social studies, reading, technology, and writing inclusion could help to increase the amount of social studies that is being taught within the educational system. While reading instruction time stays the same, social studies and

writing are still being integrated and students are exposed to informational texts and primary sources that would be beneficial on all levels.

Complications of Social Studies and ELA Integration

There are many barriers to history and its inclusion in reading instruction. One barrier is the difficulty of the brain function when reading historical texts. This complexity of the vocabulary, demographical differences from years past, and contextual differences attribute to the fact that historical writing is just, overall, difficult for students to interact with. As Nokes wrote, “Students’ cognitive processes are different from historians, who automatically seek answers to these questions without focusing conscious attention on the questions” (2011, p. 383). A second barrier that was recognized is the background knowledge that is required for reading historical texts, because of the fact that students today have difficulty understanding how life was like in the time periods they are studying. While historical texts work to teach about time periods and history, many students are only getting one side of the history or certain pieces. It was identified that students need to think of history as constructed perspectives, not matter of fact (Nokes, 2011).

Further research is needed in the younger elementary grades to determine if it is lack of drive on the teacher’s part to not teach social studies, or if it is actually student cognitive process. When given the opportunity, this research will show student involvement and student progress over a short time period when social studies instruction is incorporated into writing and reading skills. Depending on the methods teachers use, student involvement could heighten through social studies integration in a reading curriculum.

CORI (Concept Oriented Reading Instruction) and Integration

Concept Oriented Reading Instruction (CORI) is a method that works to engage students by integrating subject matters while using topics that students are interested in. Studies have been completed to show how CORI can correlate to student motivation and how it is related to the idea of integration in the classroom (Guthrie et al., 1998, Guthrie et al., 2000, & Guthrie et al., 2004). One study identifies CORI by incorporating four phases to make sure student work is personalized and observable. Students are able to search for and gain knowledge of the particular study, integrating and comprehending the information, and being able to teach and discuss the process with their peers (Guthrie et al., 2000, p. 333). The measures included both intrinsic and extrinsic motivations, as well as curiosity and strategy use. The students that participated in CORI had a much higher level of curiosity, strategy use, and cognitive engagement.

Student motivation and engagement is key for success. Another study was completed after researchers implemented the CORI model into third grade classrooms. CORI is based on motivational practices for students. It was found that the classrooms that fully implemented the CORI model were the ones that scored higher on comprehension and standardized tests. It was not found, however, which specific element of the CORI model was the factor that changed the scores. The CORI model is focused around student led projects and differentiation. The researchers in the study believed that the motivation behind the CORI model provided added benefits for students and focused around a goal oriented approach to education (Guthrie et al., 2004).

Based on this research, student motivation is a good indicator of student success. If students are motivated to learn in social studies, they will be successful in social

studies instruction. Further research would need to be completed in order to identify if student motivation will heighten with integration of social studies into other subject areas.

Methods

This study was completed in a rural, central Illinois community within a classroom of 15 students, nine boys and six girls of varying levels. There were no students with Individual Education Plans (IEPs), however, based on MAPS testing, there were about five below average, seven students that were average, and only two above average. All students were incorporated into the study. Students were from very small towns in the rural area, six towns combined to make one school district.

This research integrated social studies instruction into reading and language arts curriculum for a mini-unit of 10 days. The topics covered throughout the study were based around the Revolutionary War. The students were asked to engage with several Revolutionary War texts, as well as about 15 primary sources to create background knowledge for them to be able to interact with the content. The primary sources included comics, photos, letters, and newspaper articles from the time period. The assessments for this research were based on a graphic organizer (See Appendix B) that the students originally filled out from the first day of lessons and how their responses changed throughout the course of the 10-day unit. The post-assessment included a five-paragraph informational essay on the Revolutionary War utilizing the sources they had been given. There was guided practice throughout the whole unit because they had little experience with primary sources throughout their years in school. Research has proven that with

guided practice, student understanding and development of skills needed for the future will improve (Dutt-Doner et al., 2007).

There were 15 primary and secondary sources provided for the students to review prior to the post-assessment, including photos, comics, letters, and information from the website *America in Class* for the students to read and review. This website was created to assist teachers in following the CCSS and incorporating ELA into social studies and history curriculum (America in Class, 2018). There were also “Liberty Kids” videos shown as the introduction (MimieLove55, 2012). To evaluate the students, the rubric below (see Appendix A) was used. For observations within the classroom, the three-column chart with student numbers on the left and notes about each student to the right (see Appendix C) were used. One of the two columns to the right was for observations and the other was for the inferences about those observations. This was used during the lessons and during class discussions. Because there is a piece of the rubric that calculates student involvement, the data that was collected through observations was used to determine how often the student was thoughtfully interacting with the lessons and what their responses were. Observations were analyzed and meaning was unpacked. Disengagement was tracked through the observations if the student was drawing on the paper we were working with, did not have the work out while we were discussing, or was all over the room not even listening to our discussions. When a student was engaged, it was noted when students were actively note taking and following along, even if they were not necessarily engaged in the discussion aspect.

Findings

The Know, Want to Learn, and Learned (KWL) chart (See Appendix B) utilizing what you know, what you want to learn, and what you learned section. This was used in order to gauge students' prior knowledge and interest in the topic. It was used as a stepping-stone for the focus of the lessons. The responses were analyzed in order to identify students that first already knew some information about the war and were interested to learn more, second had insightful questions, but did not have very much background knowledge, or third did not take the task seriously and neither knew nor cared to know much. The students in each of the categories were identified. Using this data moving forward, students in the bottom two categories were targeted for specific observations with their interactions in the videos, texts, and photographs, as well as overall engagement throughout the lessons. A low percentage of students were engaged and already had extended background knowledge on the content ($n = 2$; 13%). They asked thoughtful questions that they wanted to learn. An average number ($n = 5$; 33%) of students had basic background knowledge on the topic, but they were engaged in what they wanted to know. Relevant and specific questions were generated. A considerably high number ($n = 8$; 54%) of students were disengaged in their responses. Irrelevant or not knowledgeable content was written.

The data from the KWL chart established a need for background knowledge. After these alarming numbers, it was understood how teachers in the preparation programs get discouraged, as there is a lack of motivation and engagement with students in these topics (Lucey et al., 2014). However, using this data moving forward, it was identified that students had little background knowledge about the historical topics and that was going to need to be provided first.

American Revolution Videos

The Liberty's Kids videos elicited students' attention. As previously mentioned, focus was going to be put on observing majority of the students that were either disengaged or not knowledgeable on the topic. It was found that the students that had basic background knowledge and generated specific questions were all very engaged throughout the videos. They took detailed notes and followed along very well, as expected. Many of them asked questions about what was going on and several answered each other's questions about the topics.

All but two of the students (about 13%) that were disengaged in the KWL chart were very engaged and interested in the Liberty's Kids videos. The two that were disengaged are not very motivated in general. The rest of the students in this group were highly engaged and asked questions when they did not understand. Many knew the questions and what was going on as the video was going.

Overall, students appeared to be engaged at high levels when watching and discussing the videos. Most students ($n = 10$; 67%) were engaged throughout the videos, asked questions, and responded to prompts with extensive knowledge of the videos. Almost all of the students took detailed notes and answered many questions that were given based on the information provided in the videos. The discussions throughout were highly engaging for all. One of the students used to watch these at his leisure and knew all of what was going on. Another student would beg day after day to watch more of them. Many of them talked about characters in the videos like they were part of their daily lives and would ask why they would do certain things. In one video, there was a spy and one student said, "Hey, you have to know he's a spy, look at him! Don't talk to him!"

I could see them choosing sides of the American Revolution as the videos played on. A low average number ($n = 5$; 33%) of students were not engaged in the videos, didn't respond to the prompts to the best of their abilities.

This information almost directly correlates to the data collected for the sources utilized in the final essay. In this, 10 out of the 15 students were fully engaged in the videos and in the writing, 11 out of the 15 students used the videos as a source.

Duckster's Websites

When provided the website with information on the Boston Tea Party and the American Revolution in general, students were given a fill in the blank sheet to work with when reading the articles on the *Duckster's Website*. Over half of the students were very engaged and enjoyed the articles from this site. The same two students that were disengaged throughout the previous lessons continued with these articles. One student tried to be engaged, but struggled with writing things down and spelling. The physical writing aspect is a challenge for this student; however, I feel that this student was learning as she went. Along with these two, there were also two others that did not follow the readings and notes. They followed, but did not write the correct information in the blank. Over half ($n = 9$; 60%) of students were fully engaged and enjoying taking notes using this site. Some ($n = 5$; 33%) of students did not use time wisely, but were able to understand the information that was read. A small portion of students ($n = 1$; 6%) did not complete the notes and were not engaged.

It was focused on the final writing of these two students to see if they use this resource in particular, predictions were that they would not use this resource in their final writing because of the fact that they did not take it seriously when completing it in class.

The predictions proved incorrect, as majority of students used the different websites in their writing for information.

Primary Source Readings

There were many primary source readings provided for the students to read. Two were done whole group with discussions, while the rest of the readings were read in small groups. There was a big difference in the engagement whole group versus small group. The students that had been engaged in the lessons throughout were big leaders in the small group discussions. However, the two that have not been engaged really brought down their groups.

The primary source readings were challenging for students. Interesting observations throughout these primary source readings were that two students that had been thoroughly engaged and written very thoughtful responses did not do the same with these activities. The verbiage was very difficult for some of them to interact with. After reading through it and explaining it piece by piece, some of them were already lost. Because the levels of the readers did not correlate to their engagement in the KWL chart, some of the students that were more engaged throughout all the rest of the lessons gave up during these sources. In the final writing, it was analyzed to see if these students use these primary sources.

High achieving students were the ones that engaged the most in the questioning during these readings. It was also noticed that by having the reading in front of them, a lot of the students were re-reading to find the answers to the questions. Their writing also pulled a lot from the texts, which was very impressive. Over half ($n = 10$; 67%) of students were on task in whole group and small group discussions. These students had

thoughtful responses and embraced the challenge of the readings. A few ($n = 2$; 13%) of students were engaged in the whole group, but really struggled with verbiage due to their lack of reading skills. They wanted to try, but struggled to do so. Some ($n = 3$; 20%) of the students were disengaged throughout the readings, but proved to know the content through the writing.

If You Lived Read Aloud

All of the students were very engaged in this read aloud. Also, it was noted that this was a good summary of all of the different sources that we had been working with. It included information from all, so students were able to refer back to the previous sources that had been given to them. Overall, students felt very confident in their responses when reading the book. Many of them would make comments like, “We already know all of this! We already read about this!”

This book provided a lot of insightful information for students to utilize in their final writing piece. However, some ($n = 4$; 27%) of the students had basic responses, but engaged a lot in our discussions on the book. They answered 2 or more of the questions and seemed confident in the knowledge of the American Revolution. A few ($n = 3$; 20%) of the students exhibited extended knowledge in responses, but answered no more than 2 questions in our discussions. These students are usually shy anyways, so they proved their content knowledge by their written responses. Over half ($n = 8$; 53%) of the students completed extended responses and had the most responses in the discussions, and really proved their content knowledge on the American Revolution. They were confident and very engaged in the read aloud. Overall, this observational data proved that majority of students were engaged in the conversation and proved their knowledge through their

writing. Those that did not prove their knowledge were able to show that they knew the content in other ways.

Their comments proved that even if it was noted that they were disengaged throughout the other readings, they were definitely exposed to the information and were able to retain it to remember in the reading of this book. They were given open-ended responses to the book and it was noticed that a lot of them were able to write more than what was given in the book. Choice was given in their notes to write down the facts they would actually relate to and use in their final writing. They would tell more information about things that were written or discussed in other conversations that had to do with the same topic. Student engagement was heightened through this activity.

Outline Activity

The students were taught how to format an outline for a formal writing essay. Using this, they were able to come up with an introduction, three body paragraphs with a focus, and concluding statements. They had to come up with three facts that went with each of the different paragraphs and they could choose from any piece of the American Revolution sources that we learned about and they had to tell me which source it came from.

The student that had been disengaged throughout the lessons actually worked really hard on the outline and had a lot of insightful information. One student went in depth to describe the Boston Tea Party and the start of the Revolution. The outlines were graded and returned with thoughtful feedback prior to starting their essay. The significance of this would be that even though all prior observations proved that this student was not learning, but really it just took getting the right activity for things to

come together in his brain. The outline was clearly aligned to the final project of completing the essay.

Essay

Overall, for the final essay, only three students used a variety of sources. Almost all ($n = 13$; 87%) of the students used the websites, majority ($n = 11$; 73%) used the videos, just under half ($n = 6$; 40%) used the book sources, and very few ($n = 2$; 13%) used the primary sources given. This data shows that majority of the students incorporated the websites and videos. The students pulled a lot more information from those sources as well. Their responses using these texts were in depth and knowledgeable. When looking deeper into the writing, it was found that students were really writing thoughtful and insightful information from those sources. One reason that one could infer to be the cause of this is the accessibility. The websites and videos were much more easily accessible than having to go back through their papers of notes on the primary sources or the book readings. One way to get around this could be to have the students digitally take notes on the other sources, and then they would have easy access to them online as well. Another reason for this could be that the websites and videos were written in their own dialect. It was much more easily understood than the primary sources, which were written from the time period.

One student that was not very engaged throughout wrote, “The Declaration of Independence was created to make laws for the colonies. There were 13 colonies that ended up rebelling in the American Revolution. Not everyone agreed at first on independence. The declaration did more than say colonies wanted freedom...” The most engaged student overall wrote this strong introduction to the essay, “The Revolutionary

War was a life changing event for both Britain and Colonists forces. The war started in 1775 and ended in 1783. In 1775, on the Great Bridge, the colonists and Britain were at a head. Little did they know it would be the start of one of the most well known battles...” A student that normally struggles with writing wrote, “There were two sides to the war, the two groups were the Patriots and Loyalists. The patriots were the colonists and loyalists were loyal to their king. The patriots wanted no taxes, which led to the Boston Tea Party. This was on December 16, 1773. They threw 342 chests of British tea into the water...” These quotes stood out and showcased the knowledge these students gained from the mini-lessons and writing that was completed.

Discussion

In the beginning, the student engagement and background knowledge was very low. Throughout the videos and websites, students were more motivated and excited to learn than any of the others. This translated to the writing as well, showing almost all students utilized those resources as their tool for their information. When working with the primary sources as a whole group, students were better able to understand the information, but not on their own. This also translated over to their writing.

While some believe paper-based learning is better for students than technology, there is research to prove that technology can be beneficial in the classroom (Anderson & Anderson, 2007; Chen et al., 2009). Throughout this research, it was found that students resonated more with the resources that we worked with through the computers or online. Students were able to pull the resources from the online websites and videos much more than the paper-based readings.

This research is important for teachers because as social studies education has been on a huge decline for many years now, teachers are making less time for inclusion of historical content in general (Zhao & Hoge, 2005). When digging deeper into the standards, there are actually a lot of overlaps, though (Heafner, 2018; Herczog, 2013). The findings in this research prove that an overlap in ELA curriculum and social studies is beneficial for student learning and more engagement in the readings. Similar to previous research, students were not motivated in the beginning to be reading and working with texts about history (Guthrie et al., 2000; Guthrie et al., 1998). However, with modeling, scaffolding, and working together (Shanahan & Shanahan, 2008; Alvermann, 2002) students became more than interested in the topic. Their final papers elicited extensive knowledge of the unit. Not only that, but also so many standards across the subject matters purposely aligned (NCSS, 2013; Roberts & Macleod-VanDeusen, 2015; Croddy & Levine, 2014) for the intent of students storing the information deeper.

Overall, research-based practices and utilizing different sources in order to ensure student learning is at the fullest proved to work in the classroom with the integration of social studies and ELA.

Limitations

There were several limitations with this study. One limitation was the student pool, because the school was very small and the class size consisted of only 15 students. Another limitation is the data pool with only one class per grade level. Of those students, they were all relatively homogenous and come from very similar backgrounds. The students have had no experience with this type of inquiry as well. With there being only one rater and that rater being the teacher, it puts a lot of different roles into one. There is

more likeliness for the rater to miss important observations because of other happenings. Overall, the observations and data collected had several limitations and it leaves room for more research to be completed.

Conclusions

Social studies can be integrated into an English Language Arts curriculum in a way that can be beneficial to students. Because social studies education has been on the decline for many years, student background knowledge in the research was minimal. The original KWL chart could have been a very discouraging feeling for teachers and having the end in mind was beneficial. Utilizing all types of sources also met the needs of all learners. Different instructional techniques also encouraged students to work in different areas and in different ways. These included using whole and small group discussions, guided note taking, and primary source breakdowns.

Student's responses in the final essay utilized many different sources, particularly the websites and videos; all students easily understood these two options. Those that used the more difficult primary sources were the ones that had been the most engaged and understood the content more than the others. The primary sources were difficult texts to comprehend, but by breaking them down as a class and in groups, those individual students were able to take that knowledge and apply it to what had already been learned.

From the beginning to the final scores, students' engagement and level of knowledge increased as much as possible. This research has proven social studies inclusion into an ELA curriculum can be effective.

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Appendix A – Rubric for Text-Based Writing

	4	3	2	1
Claims	8-10 claims were made about the topic and are thoughtful, insightful, and reasonable within their graphic organizer.	5-7 claims made about the topic that are thoughtful, insightful, and reasonable within their graphic organizer.	3-4 claims were made about the topic that are thoughtful or insightful within their graphic organizer.	1-2 claims that were not fully thought out within their graphic organizer.
Primary Sources	85-100% of sources were included and used in the writing.	70-85% of sources were included and used in the writing.	50-70% of sources were included and used in the writing.	Less than 50% of sources were used in the writing.
Secondary sources	n/a	Integrated textbook as a source throughout the paper	Used the textbook as a source in the essay.	Did not use the textbook as a source in the essay.
Discussion Participation	Participates all 5 days by contributing thoughtfully to the discussion	Participates 3-4 days by contributing thoughtfully to the discussion	Participates 2-3 days by contributing thoughtfully to the discussion	Participates 0-1 days by contributing to the discussion.

	at least once daily.	at least once daily.	at least once daily.	
Writing organization	Includes an introduction, conclusion, and 3 body paragraphs that are organized and stay on track.	Includes introduction, conclusion, and 3 body paragraphs, but sometimes gets off track.	Does not include all elements, but does have details about the topic recorded in writing.	Does not include all elements of the essay, and only writes a few things about the topic in one paragraph.

Appendix B - KWL Chart

K- What do I know already about the American Revolution?	W – What do I want to learn about the American Revolution?	L – What did I learn after the unit on the American Revolution?

Appendix C - Student Data Tracking Sheet

Student Number	Observations	Inferences
1		
2		
3		
4		
5		
6		
7		
8		

9		
10		
11		
12		
13		
14		

Appendix D – Videos

Mimielove55. 2012, October 15. *Liberty's kids: #01 "The Boston Tea Party"*. [Youtube Channel]. Retrieved from <https://www.youtube.com/watch?v=Pt8MmmLLHJY>

Liberty's Kids – WildBrain. 2016, January 13. *Liberty's kids 106 – The shot heard 'round the world*. [Youtube Channel]. Retrieved from <https://www.youtube.com/watch?v=FfSIHXtyieE>

Appendix E – Sons of Liberty Reading

The True-born Son of Liberty we defied to meet under Liberty Tree at XII (12) o'clock, this day, to hear the public, under Oath, of Andrew Oliver, Distributer of Stamps for the Providence of Massachusetts Bay.

The true Sons of Liberty, broadside, Boston, 1768; Portfolio 37, Folder 2. Tuesday Morning, December 17, 1765

America in Class. (2018). National Humanities Center. Retrieved from <http://americainclass.org>

Appendix F – Newspaper Article

Pre-reading: Vocabulary

Traitor: a person who betrays a country

Idiom: “A wolf in sheep’s clothing” – someone trying to pretend they are good, but they really aren’t

To The People of America: Stop him! Stop him! Stop him! One Hundred Pounds Lawful Money Reward! A Wolf in Sheep’s Clothing! A TRAITOR!

Whereas Isaac Wilkins of the Province of New York has made his escape from the place of his former residence after having betrayed the confidence of his.

To the People of America. Stop him! Stop him!, broadside, New London, Connecticut, 1775; Portfolio 3, Folder 31a. [EAI 14509].

Post-reading prompt: Why do you think they called this person a wolf in sheep’s clothing? What do you think that made the readers think? How do you think they responded?

America in Class. (2018). National Humanities Center. Retrieved from <http://americainclass.org>

Appendix G – *If You Lived* Book for Information

Moore, K. (2006). *If you lived at the time of the American Revolution*. Scholastic Inc.

New York, NY. ISBN 0-590-67444-7

Appendix H – Newspaper Article with Prompt

Pre-reading vocabulary:

Corrupt: being dishonest with money

Apprehend: to understand

TO THE PEOPLE OF PENNSYLVANIA.

Philadelphia, October 11, 1775.

To follow a certain party through all their windings, doublings, and Jesuitical contrivances, would require some judgment and attention, but certainly an indefinite share of patience. When the words faction, sedition, and oppugnation to Government, have entirely lost their force with the people, we are now plagued with a new *Shibboleth* or *Witch of Endor*, conjured up to set the lazy, timid, ignorant, ambitious, and corrupt, at variance with the men whose disinterested wisdom and spirit have long laboured for the deliverance of this oppressed and devoted Country. This dreadful, this alarming sound, is nothing less than the long word INDEPENDENCE; a word which, I confess, was grating to the ears of every devotee to the shrine of power, in Church or State, longer than any now living can remember. Did people universally apprehend the snare, little need be said on this ridiculous subject; but when real effects are observed to follow the lowest efforts to injure the Country, an honest man will not think his time totally misspent while he in busied is exposing the dark designs of its enemies.

In our language:

It is difficult to know what others are thinking, feeling, or going through. Another group of people are going through difficult times during this war and have a challenging government. The country is in trouble with dishonest people and those that are betraying their country. It is upsetting and has no relationship to the “independence” that the country is known for having. People don’t even remember what it was like to have independence in the country and the effects of the country’s enemies are weighing heavy on the others.

Rewordify. (n.d). Rewordify.com understand what you read. Retrieved from <https://rewordify.com/index.php>

Prompt: How do you think people responded to this newspaper article? What is the overall message the writer is trying to get across?

Appendix I – Taxation Article & Prompt

Pre-reading vocabulary:
Taxation: money paid for tax
Tyranny: not reasonable government control
Terminating in science: true facts
Speculative: not knowing, but taking a guess
Axiom: something that is believed to be true
TAXATION NO TYRANNY.
<i>An Answer to the Resolutions and Address of the AMERICAN Congress.</i>
In all the parts of human knowledge, whether terminating in science merely speculative, or operating upon life, private or civil, are admitted some fundamental principles, or common axioms, which being generally received, are little doubted, and being little doubted, have been rarely proved.
Of these gratuitous and acknowledged truths, it is often the fate to become less evident by endeavors to explain
The Address to the King being engrossed and compared, was signed at the table by all the Members: —
<i>To the King's Most Excellent Majesty:</i>
MOST GRACIOUS SOVEREIGN: We, your Majesty' s faithful subjects of the Colonies of <i>New-Hampshire, Massachusetts Bay, Rhode-Island and Providence Plantations, Connecticut, New-York, New-Jersey, Pennsylvania,</i> the Counties of <i>New-Castle, Kent,</i>

and *Sussex*, on *Delaware, Maryland, Virginia, North Carolina, and South Carolina*, in behalf of ourselves and the inhabitants of those Colonies who have deputed us to represent them in General Congress, by this our humble Petition, beg leave to lay our Grievances before the Throne.

Continental Congress. (1774). *Address to the King, List of the Colony Agents*. Philadelphia, Pennsylvania, North America. S4-V1.

Post reading activity: Take a sticky note and write what you think the article is about, using the vocabulary words and your prior knowledge of taxing in the US at this time. Post the sticky note on the board.

Discussion: We will look over the sticky notes and see what everyone's thoughts were on the writing.

Post-reading & Discussion: Why would the writer put Taxation no Tyranny in all capitals at the top? What kind of emotions are these people feeling at this time?

Appendix J – Informational Website for Students

History.com Editors. (2019). Revolutionary War. *History*. A&E Television Networks. Retrieved from <https://www.history.com/topics/american-revolution/american-revolution-history> on October 7, 2019.

Appendix K – Address to Soldiers Reading with Prompt

Peter Oliver – An Address to the Soldiers of Massachusetts Bay who are now in Arms against the Laws of their Country

The Massachusetts Gazette & Boston Weekly News-Letter

11 January 1776__Selections*

A Boston-born Loyalist and Supreme Court judge in Massachusetts, Peter Oliver condemned the American rebellion as illegal, unfounded, and utterly self-destructive. For his staunch defense of British imperial authority, Oliver was harassed by Sons of Liberty and forced from his judgeship in 1774. In January 1776, he published this address urging Continental soldiers to stop, think, and abandon the Patriot cause. Two months later, he left Boston with the British as they evacuated the town, and he eventually settled in England. In 1781 he published an irate account of the pre-revolutionary period titled *Origin and Progress of the American Rebellion*. In this address, Oliver responds to a statement issued about two months earlier by the officers of the Continental Army to its soldiers, urging them to remain in the downsized army and stand resolute despite hardship. What is Oliver's goal in refuting the officers' plea? How does he work to turn the soldiers against their officers? How does he intensify the impact of his address?

MY FELLOW CITIZENS!

You have been addressed by the general officers of the continental army as *fellow soldiers*, and with that insinuating art which was designed to move your passions. I would not draw your attention from it, provided you will devote your cooler moments to a dispassionate consideration of its subject matter.

Suffer [permit] me on my part to address you as *fellow citizens*, for I cannot have

such dishonorable thoughts of you as to suppose that when you put on the soldier that you then put off the citizen. Citizens most of you were □ _you enjoyed the comforts of domestic life, you lately [recently] followed your different occupations and reaped the profits of a quiet and peaceable industry, and I hope in *God* that you may yet do it without any disturbance to your innocent wives and children. But in the late courses of your lives, you must not only have given great uneasinesses to your families, but I dare to say, that all of you were not quite free from uneasiness in your own minds.

ADDRESS

from the General Officers to the
Soldiery of the Grand Continental Army
New England Chronicle, 24 November 1775

[Conclusion of address to which Oliver replies]

[*The Council of General Officers announces the economic necessity of reducing the number of officers and regiments from thirty-eight to twenty-six. It urges soldiers to remain in the Continental Army.*]

We will suppose, for an instance, that a considerable or greater part of you should withdraw yourselves from the service at this crisis, when victory is, as it were, in your hands and only waits for your grasping. We will suppose that the post we at present occupy fortified and secured by such infinite labor should be abandoned in consequence of your desertion. Would it sit easy upon your consciences, when your villages are plundered and burnt, your wives and children abused or grossly treated, and your whole Provinces laid waste with fire and sword? Would it sit easy on your consciences, we demand, to reflect that these calamities can be only imputed to your want of constancy and perseverance? But to descend from the greater obligation you stand in towards your Country, it may be said that the ease and affluence of your circumstances, as soldiers, might alone prompt you to remain. Never were soldiers whose duty has been so light; never were soldiers whose pay and provision has been so abundant and ample. In fact, your interest and comfort have been so carefully consulted, even to the lowest article, by the Continental Congress, that there is some reason to dread that the enemies to *New-England*'s reputation may hereafter say, it was not principle that saved them, but that they were bribed into the preservation of their liberties.

To conclude, soldiers, concerns of the last importance to you depend on the post you now take. Your reputation and property, your safety, your very existence, is at stake. If you withdraw yourselves from the service, those instruments of ministerial villainy will be at liberty to stalk at large, to satiate and glut their brutality, avarice, and cruelty, and the name of a *New England* man, now so respectable in the world, become equally contemptible and odious, who, with the certain means of defense in their hands, rather than undergo a few fatigues of war, could patiently see themselves robbed of everything that men hold most dear; but if you firmly adhere to the righteous standard under which you are arranged, not only your characters will have the highest rank amongst the nations of the earth, but your rights and liberties will be secured against the attempts of tyranny, to the latest posterity.

MAKING THE REVOLUTION: AMERICA, 1763-1791

Prompt: How does this address help you understand the time period of the American Revolution? How do you think this made the soldiers feel after hearing this?

Appendix L – Declaration of Independence Readings with Prompt

Reading #1

MAKING THE REVOLUTION: AMERICA, 1763-1791

Celebrating the Declaration of Independence

Selections from American newspapers, July-October 1776

NEW HAMPSHIRE. Portsmouth, July 20. The day before yesterday . . . the Independent Company under Col. Sherburne, and the Light Infantry Company under Col. Langdon, were drawn up on the parade [grounds] in their uniforms, when the Declaration of Independence from the Grand Continental Congress was read in the hearing of a numerous and respectable audience. The pleasing countenances [facial expressions] of the many patriots present spoke a hearty concurrence in this interesting measure, which was confirmed by three huzzas and all conducted in peace and good order.

___ *Dunlap's Pennsylvania Packet*, 5 August 1776

RHODE ISLAND. Newport. July 22. Last Saturday the Hon. the General Assembly of this state, being then sitting at the Statehouse in this town, at twelve o'clock, the brigade stationed here under the command of the Colonels William Richmond and Christopher Lippitt, Esqrs., marched from head-quarters and drew up in two columns on each side [of] the parade [grounds] before the Statehouse door. His honor the Governor and members of Assembly then marched through and received the compliments of the brigade, after which the Secretary read, at the head of the brigade, a resolve of the Assembly concurring with the Congress in the Declaration of Independence. The Declaration itself was then read. Next thirteen cannon were discharged at Fort Liberty. The brigade then drew up and fired in thirteen divisions, from east to west, agreeable to the number and situation

of the United States. The Declaration was received with joy and applause by all ranks. The whole was conducted with great solemnity and decorum.

— *The Pennsylvania Evening Post*, 1 August 1776

NEW YORK. New York City, July 15. On Wednesday the Congress's Declaration of the Independence of the United States of America was read at the Head of each Brigade of the Continental Army posted in and near this City, and everywhere received with the utmost Demonstrations of Joy.

The Same Evening the Equestrian statue of George III, erected in the Year 1770, was thrown from its Pedestal and broken in Pieces, and we hear the Lead wherewith this monument was made is to be run into Bullets.

In Pursuance of the Declaration for Independency, a general Goal [jail] delivery with respect to Debtors took place here on Wednesday.²

— *Connecticut Journal*, 17 July 1776

MARYLAND. Baltimore, July 30. Yesterday, by order of the Committee of this town, the declaration of Independency of the United States of America was read at the Court House to a numerous and respectable body of Militia and the company of Artillery, and other principal inhabitants of this town and county, which was received with general applause and heart-felt satisfaction. And at night the town was illuminated⁵ and, at the same time, the Effigy⁶ of our late King was carted through the town and committed to the flames amidst the acclamations of many hundreds. □ _The just reward of a Tyrant.

— *Dunlap's Pennsylvania Packet*, 5 August 1776

Reading #2

The Declaration of Independence – Congress, July 4, 1776

On July 2, 1776, after months of deliberation and while directing battle in the colonies and Canada, the Second Continental Congress voted to declare the “united States of America” separate and independent from Britain. On July 4, the Congress approved the final wording of the Declaration, written primarily by Thomas Jefferson. Copies were immediately printed and distributed throughout the colonies and the continental troops. On July 9, with the approval of the last colony, New York, the Declaration became the “unanimous Declaration of the thirteen united States of America.” On August 2, 1776, the printed Declaration was signed by most of the congressional delegates, the final signature affixed in 1781 by the New Hampshire delegate.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. □ _That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, □ _That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and

organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. □ _Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world

The unanimous Declaration of the thirteen united States of America

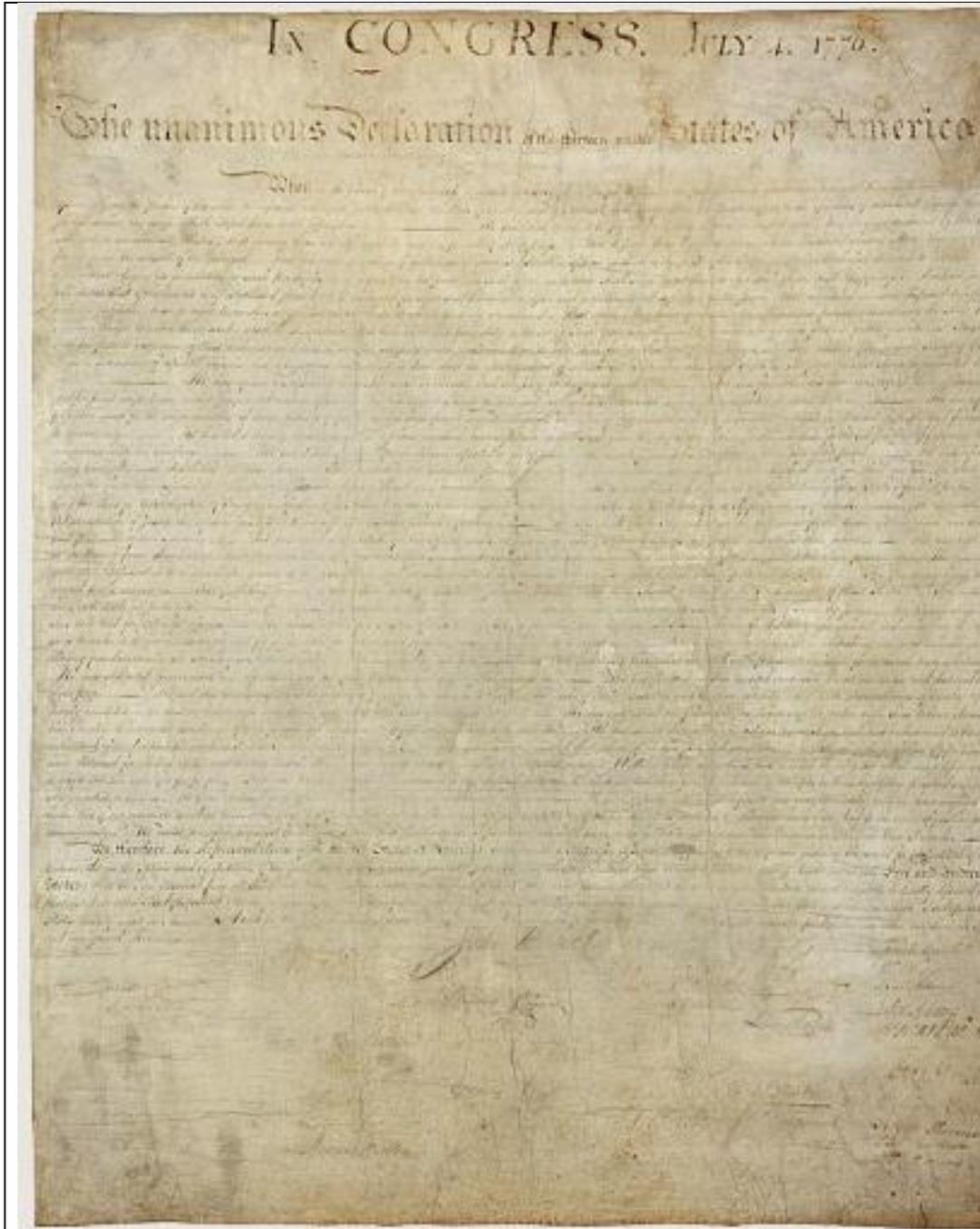


Photo of what the original Declaration looks like

Prompt: Compare and Contrast the two Declaration of Independence readings. What are some ways that they are similar? How are they different?

Appendix M – Two Revolution Readings with Prompt

Reading #1

MAKING THE REVOLUTION: AMERICA, 1763-1791

Pacifists' Appeals in the American Revolution

While pacifist religious groups strove to live separately and peacefully in the American colonies—as depicted in the pastoral scene above—their principled opposition to war and bearing arms would be harshly challenged during the Revolutionary War, despite official proclamations urging tolerance (see illus., pp. 3 & 5). These selections from pacifists' records, letters, and addresses (all but one from Pennsylvania) represent their appeals to civil authority and to each other for tolerance and understanding.

11 Howard Wiegner Kriebel, *The Schwenkfelders in Pennsylvania: A Historical Sketch* (Lancaster, Pennsylvania: Pennsylvania-German Society, 1904),

Schwenk-Felders

Hereford [Pennsylvania], 12 August 1777

My dear old Friend Sebastian,

For some time it has often been in my mind that I ought in writing to remind you of a few necessary points, since for a long time we have been upright friends so far as I know in order that I, on my part, may fulfill the duties of true friendship . . . receive therefore what is held before you mirrorlike in the following lines as coming from an old friend out of a sorrowing heart.

I wish to speak with you as with a member of a House which gives laws to the citizens of a once-free Pennsylvania and also, without taking counsel of their consciences, forces these laws upon the said inhabitants by force of arms, fines, imprisonments, exclusion from all civil rights as the recent Test Act and the proceedings against innocent conscientious people with us here shows. . . .

Since you indeed know quite well that Pennsylvania was originally the property (both in regard to the land as to the right of government) of those people [Quakers] who on account of scruples of conscience have misgivings against killing other people, and . . . as you at the same time know that of these people a large number are still here and constitute a great part of the most respectable, the well-established, and irreproachable citizens. A necessary question when one considers your acts [laws] and feels how they are applied is this: □ _Have you in your hearts at any time put yourself in the place of these people and viewed and represented their matters of conscience as your own? Or is it not shown that you consider them the most worthless sweepings which you wish to suppress to the utmost and crowd out of the land?

If this is not the case, why is my cousin George Kriebel imprisoned in the Easton jail and must let himself be told that if he does not swear the way you want him to

[take the oath of allegiance], he cannot be set free until his own [family] are delivered to his enemies with abandonment of all his property. Why do you rob us of all civil liberty and freedom of conscience in so much that we are to hold nothing as our own, we are not allowed to trade on God's earth, or more about or even to live □ _merely because we take into consideration what may be helpful to the rest and peace of our souls and minds, because we are unwilling to take oath concerning things that are of the utmost uncertainty whether we can remain true to the same and yet we are to bind ourselves by oath. This is the sum of the whole matter that you expect things of us in this respect and impose them upon us with loss of all that one holds dear in the world, things that no tyrant nor tartar nor turk,12 much less a Christian government in former times demanded, namely that in the midst of the hottest warfare and before the conclusion of the matter, a former lord is to be denied under oath. Consider the history of former times and you will not be able to show a like tyranny over conscience. If action indeed was necessary with respect to spies, traitors or the like malefactors as the preamble of your Test Act declares, why do you implicate innocent people in their punishment? Or where is he who can justly accuse us of such things? Let him step forth. Have we not always been willing to bear our full proportion of the public burdens as far as might be done conscientiously, that is without preparation for manslaughter? Why is it that you are continually speaking of fines, or that what is demanded of us must be paid under the name "fine"? Are you here our true representatives?

O my dear friend! I beseech you for God's sake, consider while it is yet time. You may indeed now think you are a nice friend that you come to me with such uncivil questions. But, but you will indeed not escape, and I heartily wish for the sake of your soul that it may not be too late, that you will have to answer dearly before Him before whom we must all render account, whether you have oppressed God's own who place their hope and trust in Him, who are afraid to offend Him and who fear his word.

Concerning the Test Act, experience and sentiment show that by it door and gate are opened wide to all manner of vanity, robbery, iniquity and mischief to carry out the same on quiet, innocent, conscientious people without fear or shame in this our worthy land, yea, several of the executives of the laws publicly encourage in such conduct those who with them are equally inclined to wrongdoing. May God have mercy and restrain the iniquity. Shall not the government here take the place of God in whom virtue is well-pleasing and all vice an abomination? Yea, is it not established to protect the good and to punish the evil? For this their souls will be called to account at the great day in all strictness by Him who is the judge of the whole world in righteousness.

. . . Everyone may beat, scourge, deride, abuse us as Satan can inspire him, and we shall receive from the present government no help nor protection other than that we are placed in secure imprisonment, there to languish. And all this because we will not by public oath or its substitute promise or vow that which we do not know whether we are able to fulfill and hence cannot be done without pollution of conscience.

Reading #2**MAKING THE REVOLUTION: AMERICA, 1763-1791**

“These are the times that try men’s souls” – Thomas Paine *The American Crisis*, No. 1, 1776

Dec. 19, 1776: Published as a pamphlet in Philadelphia.

Dec. 24, 1776: Read to Washington’s troops before the crossing of the Delaware River and victory in the Battle of Trenton.

*

THESE are the times that try men’s souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: It is dearness only that gives every thing its value. Heaven knows how to set a proper price upon its goods; and it would be strange indeed, if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared, that she has a right (*not only to TAX*) but “*to BIND us in ALL CASES WHATSOEVER,*”¹ and if being *bound in that manner* is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious, for so unlimited a power can belong only to GOD.

Whether the Independence of the Continent was declared too soon or delayed too long, I will not now enter into as an argument; my own simple opinion is that had it been eight months earlier, it would have been much better. We did not make a proper use of last winter, neither could we, while we were in a dependent state. However, the fault, if it were one, was all our own; we have none to blame but ourselves.* But no great deal is lost yet; all that [British general] Howe has been doing for this month past is rather a ravage than a conquest, which the spirit of the Jerseys a year ago would have quickly repulsed, and which time and a little resolution will soon recover.

I have as little superstition in me as any man living, but my secret opinion has ever been, and still is, that GOD Almighty will not give up a people to military destruction, or leave them unsupportedly to perish, who have so earnestly and so repeatedly sought to avoid the calamities of war by every decent method which wisdom could invent. Neither have I so much of the infidel [unbeliever] in me as to suppose that HE has relinquished the government of the world and given us up to the care of devils; and as I do not, I cannot see on what grounds the king of Britain can look up to heaven for help against us: A common murderer, a highwayman [bandit], or a housebreaker has as good a pretence as he.

It is surprising to see how rapidly a panic will sometimes run through a country. All nations and ages have been subject to them. Britain has trembled like an ague² at the report of a French fleet of flat-bottomed boats; and in the fourteenth century the whole English army, after ravaging the kingdom of France, was driven back like men petrified with fear; and this brave exploit was performed by

a few

J. Montrésor, *A Map of the Province of New York*, 1777, British map; detail with Manhattan island, Fort Lee (north on the Hudson River), and “Hackinsach,” New Jersey, to the southwest of Fort Lee



Prompt: Compare and contrast the two American Revolution readings. In what ways do the perspectives differ? How are they similar? How did you use the map to help you follow along with the readings?

Appendix N – Patriots and Loyalists & Declaration website

Nelson, Ken. (2019). American Revolution: Patriots and Loyalists. *Ducksters*. Retrieved

from

[https://www.ducksters.com/history/american_revolution/patriots_and_loyalists.ph](https://www.ducksters.com/history/american_revolution/patriots_and_loyalists.php)

[p](#)

Nelson, Ken. (2019). American Revolution: Declaration of Independence. *Ducksters*.

Retrieved from

https://www.ducksters.com/history/declaration_of_independence.php

Appendix O – Massachusetts Bay Facts

Kiddle encyclopedia. (2019). Providence of Massachusetts Bay facts for kids. Retrieved

from https://kids.kiddle.co/Province_of_Massachusetts_Bay

Appendix P – Boston Tea Party website

Boston Tea Party, A Revolutionary Experience. (2019). Historical tours of America.

Retrieved from <https://www.bostontepartyship.com/the-tea-act>