The World of George Rogers Clark

Fourth Grade Social Studies Curriculum

Draft 4/19/2012

**The World of George Rogers Clark**

**4th Grade Unit**

**Abstract:**

Students learn about George Rogers Clark and how he interacted with the people in the Virginia backcountry. He interacted with English, French, Indians, slaves, Spanish, Virginians, and women. Students learn how the American Revolution in the West was told by people with multiple perspectives reflect stories that were both were different and similar.

**Focus Questions:**

1. How does George Rogers Clark interact with multiple groups of people in the back country?
2. How are the stories of the American Revolution in the West different and similar?
3. How was the potential of George Rogers Clark realized through American governance of the Northwest Territory?

|  |  |  |
| --- | --- | --- |
| **Benchmarks** | **Assessments** | **Concepts** |
| **SS.4.1.2 2007**  Native American Indians and the Arrival of Europeans to 1770. Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.  **SS.4.1.3 2007**  The American Revolution and the Indiana Territory: 1770s to 1816. Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.  **SS.4.1.4 2007**  The American Revolution and the Indiana Territory: 1770s to 1816. Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.  **SS.4.2.2 2007**  Foundations of Government: Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana's Bill of Rights (Article I of the Constitution).  **SS.4.2.7 2007**  Roles of Citizens: Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present. Example: Use local, state and federal Web sites, as well as newspapers, television and video images, to research and write an editorial related to Indiana's environment.  **SS.4.3.10 2007**  Human Systems: Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.  **SS.4.3.11 2007**  Environment and Society: Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.  **SS.4.3.12 2007**  Environment and Society: Read and interpret thematic maps - such as transportation, population and products - to acquire information about Indiana in the present and the past. | -Select a perspective and in a letter tell how it would have changed if the French population sided with Hamilton. List two ideas that would improve life from the perspective you selected and two ideas that would make your life worse. Include how life in the twenty-first century might be different.  -In a first person presentation as an Indian tell how events would have changed if the Indian population had sided with Clark. List two ideas that would improve their life and two ideas that would have declined in their life. Include how life in the twenty-first century might be different.  -Write a letter to the editor supporting the enactment of the Northwest Ordinance. List three reasons you are in favor of this passing and one reason why you would not wish to have it passed. List how you think it will help people in the twenty-first century.  -Make a map showing the towns in what will become Indiana in 1776 and 1783 (find battle of Blue Licks). Tell who lives at each of these towns. Tell how people get to these towns. Which town do you think has the best prospect of growing into a city? What advantages and disadvantages does it have? | Militia  Ordinance  Perspective  Rights  Slavery  Territory |

**Instructional Resources:**

Adams Meron, D. (1945, January 1). Statue of George Rogers Clark in Memorial, Vincennes, Indiana. Retrieved March 20, 2015, from <https://digital.library.in.gov/Record/WV3_kcc-612>

British <http://memory.loc.gov/cgi-bin/query>

Census data of Vincennes

Data Retrieval Chart: Fourth Grade Unit, Lesson 1

French <http://memory.loc.gov/cgi-bin/query>

George Rogers Clark expedition illustrations: <http://www.bing.com/images/search?q=George+Rogers+Clark+Expedition&qpvt=george+rogers+clark+pictures&FORM=RESTAB>

Indiana Historical Bureau George Rogers Clark <http://www.in.gov/history/2339.htm>

George Rogers Clark National Historical Park. The Wabash - Through Wilderness and Flood. Retrieved March 23, 2015, from <https://digital.library.in.gov/Record/WV3_kcc-96>

Graphic Organizer: Fourth Grade Unit, Lesson 4

Graphic Organizer: Fourth Grade Unit, Lesson 5

Knox County Public Library. (2006, January 1). George Rogers Clark Memorial. Retrieved March 20, 2015, from <https://digital.library.in.gov/Record/WV3_kcpl-11>

Maps of the back country

[http://memory.loc.gov/cgi-bin/query/S?ammem/fawbib:@field(SUBJ+map\*)](http://memory.loc.gov/cgi-bin/query/S?ammem/fawbib:@field(SUBJ+map*))

Native Americans [http://memory.loc.gov/cgi-bin/query/S?ammem/fawbib:@field(SUBJ+@od1(Native+American\*))](http://memory.loc.gov/cgi-bin/query/S?ammem/fawbib:@field(SUBJ+@od1(Native+American*)))

Slaves <http://memory.loc.gov/cgi-bin/query/S?ammem/fawbib:@field(SUBJ+slaves)>

Spanish <http://memory.loc.gov/cgi-bin/query>

Web sites voting rights history in Indiana: <http://www.in.gov/judiciary/citc/museum/voting/index.html>

Women <http://memory.loc.gov/cgi-bin/query/S?ammem/fawbib:@field(SUBJ+women)>

*The World of George Rogers Clark* video collection

**Catalogue of Lessons:**

Lesson #1:

Create a data retrieval chart to gather information on each perspective (English, French, Indian, slave, Spanish, Virginian, women). Compare: who they thought the territory should belong to in the American Revolution, how they defined the economy, what role they saw for power, and the role of diversity.

Lesson #2:

Make a map showing the location of the French population in the backcountry. Label seven tribes of Indians (Delaware, Illini, Miami, Piankashaw, Potawatomi, Shawnee, Wea). Show where the British had forts. Show where the Spanish had fort at St. Louis. Show how both George Rogers Clark and Hamilton got to Vincennes.

Lesson #3:

After reading excerpts from Hamilton’s diary write a letter describing why it would be hard to be a British soldier.

Lesson #4:

Make a graphic organizer showing what the Indians got from the Europeans prior to George Rogers Clark arriving including: Protection, Trade, and Mediation between tribes

Lesson #5:

Make a graphic organizer showing what the Indians had to lose from George Rogers Clark coming to Vincennes including: VA & Pa want land, no interest in the fur trade, no interest in an ongoing relationship with the Indians, the Indians know they will be pushed west, Delaware and Shawnee have already been pushed west.

Lesson #6:

From the internet collect at least three different views of what people have thought George Rogers Clark or his men looked in 1778. Explain why different artists portrayed Clark’s men differently across time and what the similarities are. What was the artist saying about the men through their drawings?

Lesson #7:

The Northwest Ordinance guaranteed the rights enjoyed by Virginias under GRC as citizens of a democracy and extended those rights to the people originally from Britain, France, Spain, and Virginia living in the territory. The Ordinance promised that no slavery would be allowed in the territory. Over time Women and Indians would also be extended these rights. Using a quick internet search find out when each group received the right to vote in Indiana.

**The World of George Rogers Clark**

**4th Grade**

**Assessment Tasks #1**

**Abstract:**

Select a perspective and in a letter tell how the war would have changed if the French population sided with Hamilton. List two ideas that would improve life from the perspective you selected and two ideas that would make your life worse. Include how life in the twenty-first century might be different.

**Prompt:**

Using the GRC video and the resources of the Library of Congress work in small groups of four to talk about ideas. Using paper and pencil write individually on the topic.

**Directions:**

Today we are going to work in groups to make list of ideas including what might have happened if the French population of Vincennes sided with Col. Hamilton and what your think the results of the American Revolution north of the Ohio River might have been. Include two ways life might have been better and two ways life might have been worse. Also include how life might have changed today. With the group select a perspective of a slave, women, Englishman, Spanish Trader or Virginian and talk about how will you indicate that your letter is written from one of those perspectives? Finally, individually write the letter, but you may ask other students for help.

**Procedures:**

Organize the students into groups of four to discuss. Arrange for students to write their letters.

Share letters with the public library.

**Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Benchmark | 1 Point | 2 Points | 3 Points | 4 Points |
| **SS.4.2.7 2007**  Roles of Citizens: Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present. | Compose a letter and in a letter tell how the war would have changed if the French population sided with Hamilton. | Compose a letter and in a letter tell how the war would have changed if the French population sided with Hamilton. List two ideas that would improve life from the perspective or two ideas that would make life worse. | Compose a letter and in a letter tell how the war would have changed if the French population sided with Hamilton. List two ideas that would improve life from the perspective and two ideas that would make life worse. | Compose a letter and in a letter tell how the war would have changed if the French population sided with Hamilton.  List two ideas that would improve life from the perspective and two ideas that would make life worse.  Include how life in the twenty-first century might be different. |
| **SS.4.3.10 2007**  Human Systems: Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana. |  |  | Write your letter from the perspective of a women, slave, Spanish, Indian, English, or Virginian | Write your letter from the perspective of a women, slave, Spanish, Indian, English, or Virginian |

**The World of George Rogers Clark**

**4th Grade**

**Assessment Tasks #2**

**Abstract:**

In a first person presentation as an Indian tell how events would have changed if the Indian population had sided with Clark. List two ideas that would improve their life and two ideas that would have declined in their life. Include how life in the twenty-first century might be different.

**Prompt:**

Students do research to create a first person presentation on Native American life on the western frontier at the time of the American Revolution.

**Directions:**

Today we will use internet resources to create a first person presentation describing how events would have changed if the Indian population had sided with Clark. Make sure to include two things that would have improved their life and two things that would have decline in their life. Also include how life today might have changed for us. Include an example of how the Indians played off one European country against another in the past. Include an example of how the Treaty of Paris did not end war in the back country. Add two more examples of American Indian conflict with settlers over the backcountry.

**Procedures:**

Do internet research on American Indians in the American Revolution. Work the information into a script. Present the information first to the class and teacher. Then present the presentation to the local historical society at an evening program.

**Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Benchmark | 1 Point | 2 Points | 3 Points | 4 Points |
| **SS.4.1.2 2007**  Native American Indians and the Arrival of Europeans to 1770. Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. | In a first person presentation as an Indian tell how events would have changed if the Indian population had sided with Clark. | In a first person presentation as an Indian tell how events would have changed if the Indian population had sided with Clark. Include how life in the twenty-first century might be different. | In a first person presentation as an Indian tell how events would have changed if the Indian population had sided with Clark. List an idea that would improve their life and an idea that would have declined in their life. Include how life in the twenty-first century might be different. | In a first person presentation as an Indian tell how events would have changed if the Indian population had sided with Clark. List two ideas that would improve their life and two ideas that would have declined in their life. Include how life in the twenty-first century might be different. |
| **SS.4.1.3 2007**  The American Revolution and the Indiana Territory: 1770s to 1816. Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development. | Give an example of how the Treaty of Paris does not end the war in the west | Include an example of how Indians play off one group of Europeans against another prior to Clark.  Give an example of how the Treaty of Paris does not end the war in the west | Include an example of how Indians play off one group of Europeans against another prior to Clark.  Give an example of how the Treaty of Paris does not end the war in the west  Show another example of the 50 years of intermittent and systematic war between Indians, British, and Americans | Include an example of how Indians play off one group of Europeans against another prior to Clark.  Give an example of how the Treaty of Paris does not end the war in the west  Show two other examples of the 50 years of intermittent and systematic war between Indians, British, and Americans |

**The World of George Rogers Clark**

**4th Grade**

**Assessment Tasks #3**

**Abstract:**

Write a letter to the editor supporting the enactment of the Northwest Ordinance. What rights will you have as a citizen in this region? List three reasons you are in favor of this ordinance passing and one reason why you would not wish to have it passed. List how you think it will help people in the twenty-first century.

**Prompt:**

Each individual will need paper and pencil to write this assessment. While they will work individually on the assessment they may work in groups to prepare for the writing.

**Directions:**

Talk in groups about why people liked and disliked the idea of the Northwest Ordinance. Make a list of rights settlers received under it. List how each of those rights is still expressed. After that create a letter to the editor as to why you support or do not support passage of the Northwest Ordinance. List three reasons why you are in favor of it and one reason why you are not in favor of it. List three rights as a citizen. List how one of these rights still impacts your life.

**Procedures:**

Talk in groups about the assignment. Have students use these thoughts to compose their letters to the editor. Have the students display their letters to the county historical society or the George Rogers Clark National Historic Site for a display.

**Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Benchmark | 1 Point | 2 Points | 3 Points | 4 Points |
| **SS.4.1.4 2007**  The American Revolution and the Indiana Territory: 1770s to 1816. Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood. | Write a letter to the editor supporting the enactment of the Northwest Ordinance. List a reason you are in favor of this ordinance passing. | Write a letter to the editor supporting the enactment of the Northwest Ordinance. List two reasons you are in favor of this ordinance passing. | Write a letter to the editor supporting the enactment of the Northwest Ordinance. List three reasons you are in favor of this ordinance passing. | Write a letter to the editor supporting the enactment of the Northwest Ordinance. List three reasons you are in favor of this ordinance passing and one reason why you would not wish to have it passed. |
| **SS.4.2.2 2007**  Foundations of Government: Describe individual rights, such as freedom of speech, freedom of religion | Include a right you will have as a citizen. | Include two rights you will have as a citizen. | Include three rights you will have as a citizen. | Include three rights you will have as a citizen. List how you think these rights help people in the twenty-first century. |

**The World of George Rogers Clark**

**4th Grade**

**Assessment Tasks #4**

**Abstract:**

Make a map showing the towns in what will become Indiana in 1776 and 1783 (find battle of Blue Licks). Tell who lives at each of these towns. Tell how people get to these towns. Which town do you think has the best prospect of growing into a city? What advantages and disadvantages does it have?

**Prompt:**

Students work in couples to use historic maps. Using tracing paper they create their own maps. The describe their maps by writing reports about their interpretation of the maps.

**Directions:**

Work with a partner to find the towns in Indiana that existed from 1776 to 1783. Create a map showing at least four European towns including Vincennes, Post Miami, Fort Ouiatenon, and Clarksville. Label the Battle of Blue Licks. Tell who lives in each of these towns. Tell how people usually get to these towns. Describe two advantages and two disadvantages for each location. Predict which town has the best chance of growing into a large city.

**Procedures:**

Students work with partners to create a map. Students describe their map with a written text. Students display their maps at the local library or the George Rogers Clark National Historic Site in Vincennes.

**Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Benchmark | 1 Point | 2 Points | 3 Points | 4 Points |
| **SS.4.3.11 2007**  Environment and Society: Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time. | Make a map showing the 4 towns in what will become Indiana between 1776 and 1783. | Make a map showing the 4 towns in what will become Indiana between 1776 and 1783. Tell who lives at each of these towns. | Make a map showing the 4 towns in what will become Indiana between 1776 and 1783. Show the location of the battle of Blue Licks. Tell who lives at each of these towns. | Make a map showing the 4 towns in what will become Indiana between 1776 and 1783. Show the location of the battle of Blue Licks. Tell who lives at each of these towns. Tell how people get to these towns. |
| **SS.4.3.12 2007**  Environment and Society: Read and interpret thematic maps - such as transportation, population and products - to acquire information about Indiana in the present and the past. | Describe which town you think has the best prospect of growing into a city.  List an advantage of each location. | Describe which town you think has the best prospect of growing into a city.  List an advantage and a disadvantage of each location. | Describe which town you think has the best prospect of growing into a city.  List two advantages and one disadvantage of each location. | Describe which town you think has the best prospect of growing into a city.  List two advantages and two disadvantages of each location. |

**Fourth Grade Unit**

**Lesson 1**

**Data Retrieval Chart**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | British | French | Indians | Slaves | Spanish | Virginians | Women |
| Economy |  |  |  |  |  |  |  |
| Diversity |  |  |  |  |  |  |  |
| Power |  |  |  |  |  |  |  |
| Territory |  |  |  |  |  |  |  |

**Fourth Grade Unit**

**Lesson 1**

**Data Retrieval Chart Example**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | British | French | Indians | Slaves | Spanish | Virginians | Women |
| Diversity | Multicultural society | Multicultural society  Married Indians | Multicultural society | Multicultural society | Multicultural society | Rightness of Anglo- American life | Multicultural society |
| Economy | Fur Trade | Not work with industry  Gentleman pursuits of hunting and fishing  Fur Trade | Farming Hunting Gathering Fur Trade | Any work demanded of them | Fur Trade | Improve the land for farming  Masters of the environment  Land serves them | French women do not spin, sew, or make butter  Trade with New Orleans for goods |
| Power | Strong Father as protector and mediator | Strong Father as protector and mediator | Strong Father as protector and mediator | Want freedom but cannot accomplish it | Strong Father as protector and mediator | Brotherhood of citizens  Reject strong father | French women directly handle affairs while their men are gone |
| Territory | Great Britain | Virginia | Indians | Virginia | Virginia | Virginia | Virginia |

**Fourth Grade**

**Lesson Four**

**Graphic Organizer**

**Fourth Grade**

**Lesson Four**

**Graphic Organizer Example**

**Fourth Grade**

**Lesson Five**

**Graphic Organizer Example**

Greatest threat to the Indians

**Fourth Grade**

**Lesson Five**

**Graphic Organizer Example**

Greatest threat to the Indians