**The** **World of George Rogers Clark**

**5th Grade**

**Abstract:**

Students learn why Virginias on both sides of the mountains supported the idea of revolution and the compare the back country to eastern Virginia. Students also learn how the French, Indians, and Virginians formed a coalition of allies. Students learn how Clark exposes British powerlessness in the backcountry. Students compare myths about Clark to his actual accomplishments and how difficult it was for Clark to hold onto what he had won. Students learn about the rights American citizens recognized under the Northwest Ordinance.

**Focus Questions:**

1. What differences exist when the Revolution War in the West is compared to the Revolution in the East?
2. How did allies form a confederation with George Rogers Clark?
3. What was the result of the Revolution in the West?

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| **Benchmarks** | **Assessment Tasks** | **Concepts** |
| **SS.5.1.6 2007**  Colonization and Settlements: 1607 to 1763. Identify and discuss instances of both cooperation and conflict between Native American Indians and European settlers, such as agriculture, trade, cultural exchanges and military alliances, as well as later broken treaties, massacres and conflicts over control of the land.  **SS.5.1.9 2007**  The American Revolution: 1763 to 1783. Analyze the causes of the American Revolution as outlined in the Declaration of Independence.  **SS.5.1.11 2007**  The American Revolution: 1763 to 1783. Describe foreign aid to the colonies during the American Revolution.  **SS.5.1.12 2007**  The American Revolution: 1763 to 1783. Identify contributions of women and minorities during the American Revolution. **SS.5.1.19 2007**  Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.  **SS.5.2.4 2007**  Foundations of Government: Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights. | -In a first person presentation take on the role of a person who lived in an Eastern state. Would you be in favor of the Northwest Ordinance or not? Give two reasons why you would and two reasons why you would not. Tell how the Northwest Ordinance is still important and impacts life in the twenty-first century.  -Write a newspaper editorial. Give three examples how the American Revolution was different in the East and West. How do you think the war in the West ended? Give at least two examples who won and two examples of who lost? Tell how this still impacts life in the twenty-first century.  -The British Indian allies split into three groups over the issue of Clark in the back country. List what each group wants in their dealings with Clark. What do they not want to happen? Give an example of another country today where the people from the same country split over an issue. | Debt  Expansion  Speculation  Taxes  Terror  Violence |

**Instructional Resources:**

Declaration of Independence <http://www.earlyamerica.com/earlyamerica/freedom/doi/text.html>

Correspondence of figures east:

John Adams <http://library.thinkquest.org/TQ0312848/quotes.htm>

Samuel Adams <http://library.thinkquest.org/TQ0312848/quotes.htm>

Patrick Henry <http://library.thinkquest.org/TQ0312848/quotes.htm>

Thomas Jefferson <http://library.thinkquest.org/TQ0312848/quotes.htm>

Correspondence of figures west:

Daniel Boone <http://www.brainyquote.com/quotes/authors/d/daniel_boone.html>

George Washington <http://etext.virginia.edu/etcbin/toccer-new2?id=WasFi03.xml&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=43&division=div1>

George Rogers Clark

<http://www.ebooksread.com/authors-eng/george-rogers-clark/george-rogers-clark-papers-1771--goo/page-15-george-rogers-clark-papers-1771--goo.shtml>

Map of American Revolution blank

<http://www.bing.com/images/search?q=blank+map+of+the+american+revolution&view=detail&id=FE4BDD16BC07DF927A2C4C50073BBA9E80E0611D>

Map of American Revolution with engagements

<http://www.emersonkent.com/map_archive/american_revolution_map.htm>

<http://www.flickr.com/photos/cartoko/4493631986/>

Primary Source quotation descriptions of Revolutionary War events

Battles

Bunker Hill <http://www.masshist.org/bh/brownp1text.html>

Trenton <http://americanrevolution.org/delxing.html>

Yorktown <http://odur.let.rug.nl/~usa/D/1776-1800/war/denny.htm>

Events

Gnadenhutten Pamphlet Illustration

<http://www.ohioasamerica.org/index.php/sample-chapters/8th-grade-supplement-section-2/primary-sources-section-2/126-units/unit-3/chapter-10/primary-sources-and-artifacts-chapter-10/446-gnadenhutten-massacre-pamphlet>

Crawford Expedition

<http://books.google.com/books?id=QD8OAAAAIAAJ&dq=Pennsylvanians+died+in+New+York+City&q=Prisioner+of+War#v=onepage&q=Narratives&f=false>

Long Run Massacre

<http://memory.loc.gov/cgi-bin/query/r?ammem/lhbum:@field(DOCID+@lit(lhbum5298cdiv447))>:

Descriptions of Violence:

Gnadenhutten Massacre <http://en.wikipedia.org/wiki/Gnadenhutten_massacre>

Crawford Expedition <http://en.wikipedia.org/wiki/Crawford_expedition>

Long Run Massacre <http://en.wikipedia.org/wiki/Long_Run_Massacre>

Descriptions of Debt

Jefferson quotations

<http://thedeliberateagrarian.blogspot.com/2008/10/story-of-thomas-jeffersons-personal.html>

<http://thedeliberateagrarian.blogspot.com/2008/10/thomas-jefferson-on-government-debt.html>

Washington quotations

George Washington Papers at the Library of Congress, 1741-1799: Series 2 Letterbooks  
George Washington to Thomas Smith, May 8, 1786

<http://memory.loc.gov/ammem/gwhtml/gwhome.html>

John Adams

<http://masshist.org/digitaladams/aea/cfm/doc.cfm?id=A1_22&numrecs=80&archive=all&hi=on&mode=&query=debt&queryid=&rec=4&start=1&tag=text#firstmatch>

Description of the Battle of Blue Licks

<http://www.earlyamerica.com/review/winter2000/bluelick.html>

Accounts of the Battle of Blue Licks (see appendix)

<http://www.archive.org/stream/historyofbattleo00youn/historyofbattleo00youn_djvu.txt>

Descriptions of Native American response to George Rogers Clark

Son of Tobacco <http://www.in.gov/history/2988.htm>

Miami <http://nativeamericanencyclopedia.com/george-rogers-clark-attacks-the-miami-indians/>

Illinois <http://www.dnacommunities.com/cgi-bin/forums/gforum.cgi?post=1253;search_string=campbell;guest>=

Internet news sources:

BBC <http://www.bbc.co.uk/>

MSNBC <http://www.nbcnews.com/>

New York Times <http://www.nytimes.com/>

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>

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>

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>

**Catalogue of Lessons:**

Lesson #1:

Land v. Taxes: Why are they fighting? What does the Declaration of Independence and what does the correspondence of Boone, Henderson, George Rogers Clark, in the West and Adams, Otis, Pickney, and Lee in the East say about the cause of the war is it the acquisition and expansion of land or injustice of taxation without representation? One cause of the war both east and west was the idea of:

Property = freedom

People will migrate west to find it

Once they acquire land they prepare it for cultivation

Lesson #2:

Terror v. Battle and the Culture of Violence v. Debt: Read six descriptions of Revolutionary War events and plot them on a map. Read six descriptions of violence or debt and plot them on a map. Where does violence occur? Where does debt occur? Where do acts of terror occur? Where do battles occur?

Lesson #3:

French back country settlements are in tension with the British. Vincennes French settlers wished to evade British control. Britain wished to ignore Vincennes. The growth of Vincennes threatens British fur trade posts. French settlers value local autonomy they wish to maintain their own destinies and manage their own households. French turn to America in an effort to be left alone and they rejected the intrusion of the inconsistent and unsympathetic British government. In Vincennes the French had buried their ammunition when Hamilton arrived to keep it from being confiscated. When Clark arrived they unearthed it for dissemination to his troops. The habitants of Vincennes joined the American troops when Clark arrived. In Vincennes no French settlers went to the Fort as loyalists. The French settlers provided Clark with supplies to keep him in Vincennes. HHamH H

The French and Piankashaw welcomed George Rogers Clark who consolidated opposition to Britain between the Americans, French, and Piankashaw Indians. In deciding their own fates the French and Piankashaw chose the Americans to form a coalition of allies.

The Indians economic and strategic interests allied with George Rogers Clark. Old Tobacco shared the dis-affection of his French neighbors toward the British. The Piankashaw not fight but approved of Clark’s efforts. Other Indians, like La Gris, simply waited to see what would happen while the Miami and Shawnee sided firmly with the British.

Use a flannel board to retell why the Indians and French supported Clark.

Lesson #4:

Read Bowman’s, Clark’s, and Hamilton’s accounts of murdering the Indians outside of Vincennes. ow HoHH How are the accounts alike and how are they different. Clark destroys the illusion of British power and shows the Indians that Hamilton is powerless.

Lesson #5:

Use a graphic organizer to compare the myths about George Rogers Clark’s accomplishments with his successes.

Myths about Clark:

* He changed the course of the American Revolution
* He secured what would be Indiana to Virginia
* He stopped Indian raids south of Ohio River
* He was decisive either militarily or diplomatically

Successes of Clark:

* He won Kentucky for Virginia
* He reestablished the Ohio River as barrier against Indian attack
* Settlers pour into Kentucky after his victories

Lesson #6:

George Rogers Clark has many problems holding the back country after the defeat of Hamilton: Read a description and an account of the Battle of Blue Licks – called the end of the American Revolution in the West. What criticisms are leveled against Clark? What did he do or not do?

Clark, desperate to feed his men, confiscates Spanish merchant supplies. Read an account of this. What charges are leveled against Clark? How does he defend himself?

Lesson #7:

After reading quotations from the Northwest Ordinance act out three of the rights settlers have in the North West Territory.

**The World of George Rogers Clark**

**5th Grade**

**Assessment Tasks #1**

**Abstract:**

In a first person presentation take on the role of a person who lived in an Eastern state. Students state if they would be in favor of the Northwest Ordinance or not? Give two reasons why you would and two reasons why you would not. Tell how the Northwest Ordinance is still important and impacts life in the twenty-first century.

**Prompt:** Students will need to work with quotations from the Northwest Ordinance. They may work in groups of four to identify the issues. Then they work in groups of two to define why they would or would not want to allow states to join the United States. Then they work by themselves to create a script for a first person presentation.

**Directions:**

Today you will need to look through these quotations from the Northwest Ordinance. With three partners make a list of three freedoms you would enjoy. With one partner list a reason why you would or would not wish to join the United States as a new state. Then write a script giving two reasons you would and two reasons you would not be in favor of the Northwest Ordinance. Tell how the rights listed in the Northwest Ordinance are still important to citizens today.

**Procedures:**

Students receive quotations from the Northwest Ordinance. In groups of four students list freedoms and responsibilities that come with freedoms. Then students work with a partner to list reason they would or would not wish to add states from the Northwest Territory to the United States. Next students work to create a script for their first person presentation character. Help the students to list a reason why the rights listed in the Northwest Ordinance are still important today. Finally, have the students perform for the next meeting of the Daughters or Sons of the American Revolution.

**Rubric:**

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| --- | --- | --- | --- | --- |
| Benchmark | 1 Point | 2 Points | 3 Points | 4 Points |
| **SS.5.2.4 2007**  Foundations of Government: Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights. | In a first person presentation take on the role of a person who lived in an Eastern state. Would you be in favor of the Northwest Ordinance or not? Tell how the Northwest Ordinance is still important and impacts life in the twenty-first century. | In a first person presentation take on the role of a person who lived in an Eastern state. Would you be in favor of the Northwest Ordinance or not? Give a reason why you would or would not. Tell how the Northwest Ordinance is still important and impacts life in the twenty-first century. | In a first person presentation take on the role of a person who lived in an Eastern state. Would you be in favor of the Northwest Ordinance or not? Give a reason why you would and a reason why you would not. Tell how the Northwest Ordinance is still important and impacts life in the twenty-first century. | In a first person presentation take on the role of a person who lived in an Eastern state. Would you be in favor of the Northwest Ordinance or not? Give two reasons why you would and two reasons why you would not. Tell how the Northwest Ordinance is still important and impacts life in the twenty-first century. |

**The World of George Rogers Clark**

**5th Grade**

**Assessment Tasks #2**

**Abstract:**

Students write a newspaper editorial where they give three examples how the American Revolution was different in the East and West. Students describe how they think the war in the West ended. Students give at least two examples of who won and two examples of who lost. Students tell how these events still impacts life in the twenty-first century.

**Prompt:** Students may work in a group of fourwhile using three examples of violence in the backcountry and three examples of debt on the eastern seaboard. Students also use description a description of the Battle of Blue Licks and a primary source of the Battle of Blue Licks. They may use the materials and ideas their group developed to write their interpretation of how the war in the backcountry impacts today.

**Directions:** Work with three other peopleto explore the sources provided. With one other person list reasons how this impacts our world today. Then each person needs to write a newspaper editorial including three examples of how the American Revolution was different in the East and West, how you think the war ended, and give one example of how the results of that event shapes our nation today. One result they may consider is how the legacy of violence encouraged the settlers to push Native Americans west of the Mississippi River resulting in no Indian reservations in Indiana today.

**Procedure:** Provide three sources illustrating the violence of the war in the backcountry. Provide three sources illustration the debt of the war on the seaboard. Provide the students with sources explaining who won and who lost. Give the students time to work in groups, partners, and individually.Display the editorials at the George Rogers Clark National Historic Site Visitors Center.

**Rubric:**

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**The World of George Rogers Clark**

**5th Grade**

**Assessment Tasks #3**

**Abstract:** The British Indian allies split into three groups over the issue of Clark in the back country. List what each group wants in their dealings with Clark. What do they not want to happen? Give an example of another country today where the people from the same country split over an issue.

**Prompt:** In groups of four examine three descriptions of Native American reaction to George Rogers Clark. With a partner determine a country where the population is divided over how to deal with a problem. Prepare an oral report comparing reactions of Native Americans to Clark with the reactions of for example tribal leaders in Afghanistan to nationalism.

**Directions:** You may work with three other people to examine examples of Native American reactions to George Rogers Clark. List three different reactions Native Americans had to Clark’s presence in the West. List what each group wants in their relationship with Clark. List what each group does not want to happen? Then with a partner think of another country where people are divided over an issue. Use the internet to look at news from other countries to see how their people deal with problems in their country when their population is divided over an issue. You might look at Afghanistan to see how their tribal leaders cooperate or do not cooperate in nation building. Then individually write your results as an oral presentation.

**Procedure:** Students work in groups of four to examine Native American perspectives on Clark. Student partners work with internet news sources to find issues and situations where a country is divided on an issue. Students work to write an oral report they will present to the local historical society comparing Clark and the Native Americans with world situations.

**Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Benchmark | 1 Point | 2 Points | 3 Points | 4 Points |
| **SS.5.1.6 2007**  Colonization and Settlements: 1607 to 1763. Identify and discuss instances of both cooperation and conflict between Native American Indians and European settlers, such as agriculture, trade, cultural exchanges and military alliances, as well as later broken treaties, massacres and conflicts over control of the land.  **SS.5.1.11 2007**  The American Revolution: 1763 to 1783. Describe foreign aid to the colonies during the American Revolution.  **SS.5.1.12 2007**  The American Revolution: 1763 to 1783. Identify contributions of women and minorities during the American Revolution. | The British Indian allies split into three groups over the issue of Clark in the back country. | The British Indian allies split into three groups over the issue of Clark in the back country. Give an example of another country today where the people from the same country split over an issue. | The British Indian allies split into three groups over the issue of Clark in the back country. List what each group wants in their dealings with Clark. Give an example of another country today where the people from the same country split over an issue. | The British Indian allies split into three groups over the issue of Clark in the back country. List what each group wants in their dealings with Clark. What do they not want to happen? Give an example of another country today where the people from the same country split over an issue. |

**The World of George Rogers Clark**

**5th Grade**

**Lesson #3**

**French and Indian Allies with George Rogers Clark**

**Graphic Organizer**

**The World of George Rogers Clark**

**5th Grade**

**Lesson #3**

**George Rogers Clark**

**French and Indian Allies with Graphic Organizer**

**The World of George Rogers Clark**

**5th Grade**

**Lesson #5**

**George Rogers Clark**

**Successes and Myths Graphic Organizer**

**The World of George Rogers Clark**

**5th Grade**

**Lesson #5**

**George Rogers Clark**

**Successes and Myths Graphic Organizer**