

Colonial Williamsburg Teacher Institute
Curriculum Writer Lesson Plan

**Read, Write, Create,
Debate Independence!**

By: Teresa Potter



Read, Write, Create, Debate Independence!

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Grade Level: 5th

Purpose/Overview:

The goal of this lesson is to teach students argumentative writing and the art of debate. Students will also use innovative technology to assist them in the process.

Objectives:

Standard 2: Time, Continuity, and Change

Standard 6: Power, Authority, and Governance

Standard 10: Civic Ideals and Practices

The students will...

- gain an understanding of the events leading up to the Revolutionary War
- discuss why the nation's loyalties were divided prior to the Revolution
- research facts to back up debate arguments
- create an xtranormal cartoon to debate independence
- write a five-paragraph argumentative essay with facts to back up arguments
- participate in a debate

The students will know...

- what events led to the American Revolution
- how cultural and political divisions affected the colony
- how to write an argumentative essay
- how to create an animated cartoon
- how to debate

The students will be able to...

- research
- interpret and analyze information
- explain the events leading up to the Revolutionary War
- create a movie presentation on animoto.com

- participate in a debate
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Materials:

- Handouts
 - Debate Situation Cards
 - Debate Organizer
 - Debate Rebuttal Organizer
 - Rubric
- PowerPoint
- Books or Internet accessibility for research
- Xtranormal membership

Time Frame: 3-4 class periods

Procedures:

Day 1-Anticipatory Set

Ask the students the following questions:

- 1) How many of you like to argue?
- 2) What techniques do you use in your argument to get your way?

Tell them that they are going to participate in a debate, but will first research the events leading up to the Revolution in order to prepare their arguments.

Teach

- 1) Show PowerPoint slides 1-4. Discuss how sides were divided. Share primary source correspondences from William Franklin to his father Benjamin Franklin on Power Point slide. Discuss how opposing views divided families.
- 2) Have students work in groups to discuss and list reasons why the colonists would want to be loyalists and reasons why they were patriots
- 3) Share lists. Compare lists to slides 6 & 7 on Power Point.

Day 2

- 4) Show the next 6 slides and teach students about debate
- 5) Have students draw situation cards (these should be colored coded-red=loyalists, blue=patriots, and yellow=undecided) and pass out debate organizers. Instruct students to write their card information in first person in the box labeled “situation card.” Discuss what they will write in the “resolution” box. Demonstrate how to get clues from the debate cards for arguments. Instruct students to use previous list for other argument(s).

Guided Practice

- 1) Put them on debate teams according to card color. Have them read their card aloud and get ideas from the group for arguments. Also, stress the importance of working together as a debate **team** in order to get varied arguments for the actual debate.

- 2) Use the “Debate Organizer” to organize key arguments for debate. In the evidence column, students will list facts and statistics to back up their arguments. Students will finish the graphic organizer by putting personal feelings and opinions about their chosen arguments in the appropriate boxes. Explain that these personal feeling and opinions should be strong and convincing in order to persuade the undecided to join their cause.
- 3) If time permits or for homework, have students complete the “Debate Rebuttal” graphic organizer.

Day 3

- 4) Students will write a five-paragraph argumentative essay using their graphic organizer.

Day 4-Assessment Options

- 1) Students will hold a class debate. Use a rubric to grade students on their participation.
- 2) Students will write an opinion essay to explain which side you would have been on if you lived during this colonial time period.

Extension and Enrichment:

Students can...

- Explain/demonstrate xtranormal.com. Partner opposing sides and have them debate on xtranormal.com. Discuss rebuttal strategies.
- draw a political cartoon to illustrate their chosen debate side.
- research reasons for the French Revolution and compare them to the reasons for the American Revolution.

Simplification:

Students can be partnered for the debate or assigned only one argument to research and present.

Connections:

National Standards in language arts are addressed in this lesson.

Resources

Organizations

The Colonial Williamsburg Foundation

Websites

www.xtranormal.com

Pandel, Matthew Brent. "Declaring Independence: The Inside Story."
http://www.earlyamerica.com/review/2000_fall/independence.html. Archiving Early America. 1995-2012.

Sundra, Ruth. "Teaching Debate in the Elementary Classroom."
<http://www.docstoc.com/docs/121314653/Debat-Persuasive-Writingpdf>. Mrs. Sundra's Gifted Resource Class Debate Forum. May 2006.

"The American Revolution-Loyalists, Fence-sitters and Patriots."
<http://www.ushistory.org/us/11b.asp>. The Independence Hall Association in Philadelphia, 2008-2012.

W., Jonathan. "The Patriot-Loyalist Debate."
<http://criticsandbuilders.typepad.com/amstudiesblog/2007/10/the-patriot-loy.html>. American Studies: Critics and Builders of Culture. October 16, 2007.

Books

Fleming, Candice. *Ben Franklin's Almanac: Being a True Account of the Good Gentleman's Life*. Scholastic Inc: New York, NY, 200

Colonial Debate Introduction



On May 15th, 1776, Virginians met at the Capitol in Williamsburg and unanimously passed the famous Resolution for Independence. This document called for their delegates in the Continental Congress to propose that the colonies be declared free and independent.

On Wednesday, May 29, 1765, Patrick Henry passed his twenty-ninth birthday in the Capitol at Williamsburg. It was on this day that the infamous Patrick Henry, whom many knew little about at this time, proposed to the House of Burgess his controversial Resolves against the Stamp Act, and opened a new phase of defiance to British authority.

On the following day, Mr. Thomas Jefferson, a college student at this time, recalled that many of the men of influence opposed Patrick Henry's resolution. However, Henry was so eloquent in his debates and backed his arguments with solid reasoning. In fact, when he spoke to an audience, no one found time to record his exact words because they were so awestruck by his speeches. One member of the House said Henry's speech was "beyond my powers of description."

Accounts of Henry's fiery attack had been sent out to other colonies. Men did not forget Patrick Henry's speech. His flame spread throughout the entire continent.

Today, we will debate our fate as a nation, as Patrick Henry did during colonial times. Will we remain loyal to the King or declare our independence from Great Britain?

Script for Debate

Speaker: The Virginia Convention will now come to order. Will the clerk rise and read the resolution?

Clerk: Resolved, that the delegates appointed to represent this Colony in General Congress be instructed to propose to

The respectable body TO DECLARE THE UNITED COLONIES FREE AND INDEPENDENT STATES absolved from all allegiance to or dependence upon the crown or parliament of Great Britain.

Resolved, that a committee be appointed to prepare a DECLARATION OF RIGHTS, and such a plan of government as will be most likely to maintain peace and order in this colony, and secure substantial and equal liberty to the people.

Speaker: The debate on the resolution for independence is now open. The delegates wishing to speak will raise their hands and be recognized. You sir, please state your name and then your view on the matter.

The speaker should encourage the debate to continue with statements such as "Is there anyone else who would wish to speak?"

When the debate is concluding, the speaker should close the debate

By stating, "The debate is now closed."

2008 The Colonial Williamsburg Foundation

Script for Roll Call

Speaker: The Virginia Convention will now come to order. Will the clerk please rise and read the resolution once more?

Clerk: Resolved, that the delegates appointed to represent this Colony in General congress be instructed to propose to the respectable body TO DECLARE THE UNITED COLONIES FREE AND INDEPENDENT STATES absolved from all allegiance to or dependence upon the crown or parliament of Great Britain.

Resolved, that a committee be appointed to prepare A DECLARATION OF RIGHTS, and such a plan of government as will be most likely to maintain peace and order in this colony, and secure substantial and equal liberty to the people.

Speaker: We will now vote on the resolution. All those in favor of declaring independence from Great Britain signify by raising your hand.

Will the Clerk please announce the results of the vote?

Clerk: The resolution in favor of declaring independence from Great Britain has (passed/failed). *2008 The Colonial Williamsburg Foundation*

Situation Cards: Undecided

<p>LARGE LANDOWNER</p> <p>You do not support either cause. As a German you have been somewhat shunned by both groups. You are more interested in providing the good life for your family.</p>	<p>LARGE LANDOWNER</p> <p>You recently acquired a large plantation. You have worked hard and do not want to lose what you have gained. The best way is to take no side.</p>	<p>SMALL LANDOWNER</p> <p>The government in Williamsburg has never aided you in the past. Why should you care about what is going on? You do not see any difference between the loyalists and the patriots.</p>
<p>SMALL LANDOWNER</p> <p>As a farmer in the Shenandoah Valley, you are more concerned about providing for your family. It doesn't make any difference to you who makes the laws.</p>	<p>SMALL LANDOWNER</p> <p>Living in the mountains, you worry more about the Indians. The western farmers are on the move. You are not concerned with what is happening in the East.</p>	<p>TRADESMAN</p> <p>You are an itinerant Scottish weaver in the Shenandoah Valley. You want to provide for your family, not worry about who is governing.</p>
<p>MERCHANT</p> <p>You are afraid that if a conflict breaks out, you will be out of business. You want to see an end to all hostilities. You hope for a compromise.</p>	<p>TAVERN KEEPER</p> <p>As a German immigrant running a tavern, the affairs of Britain do not concern you. Most of your guests do not care what is going on.</p>	<p>CLERGYMAN</p> <p>You are a Quaker pacifist. You do not tolerate (or sanction) violence of any kind.</p>

Situation Cards: Patriots

<p>SMALL LANDOWNER</p> <p>Your family has had a small farm for years. You think “taxation without representation” is wrong. You have read a little. You have no relatives in Britain. Neighbors all support the rebellion. You don’t want to be left out.</p>	<p>SMALL LANDOWNER</p> <p>Neighbors all support the cause. You want to see Virginia govern itself. You received little protection from English soldiers during the French and Indian War.</p>	<p>LARGE LANDOWNER</p> <p>You have spent time studying the Roman republic and Greek democracy. You would like to see those ideas put into motion. Now is a good time to start.</p>
<p>SMALL LANDOWNER</p> <p>Your family has been in Virginia for five generations. You have no ties to Britain. You want more say in how Virginia is taxed and governed. You are also upset over what’s happening in Boston.</p>	<p>CLERGYMAN</p> <p>You are a Methodist minister. You are excited about the changes that are taking place and hope breaking with Britain would bring religious freedom.</p>	<p>MERCHANT</p> <p>You are worried about selling items forbidden by the Committees of Correspondence. Some merchants loyal to the king have had their stores broken into. You do not support the tax.</p>
<p>TRADESMAN</p> <p>You are a successful blacksmith and own your own home. You have several apprentices and journeymen. You resent the tax and have no relatives in Britain.</p>	<p>TAVERN KEEPER</p> <p>You operate a successful inn in town. Most of your clients support the rebellion. You do not like the tax laws. You want to be on the winning side. You have some relatives in Massachusetts.</p>	<p>SMALL LANDOWNER</p> <p>You have a small farm in the Piedmont. You have heard Patrick Henry speak, and you support his ideas.</p>

Situation Cards: Loyalists

<p>LARGE LANDOWNER</p> <p>You are a gentleman farmer who studied law in Britain. You married while in Britain. Your wife has strong ties to Britain.</p>	<p>LARGE LANDOWNER</p> <p>With strong family ties in Britain, you strongly support the king. You do not want the rebellion to spread to Virginia.</p>	<p>SMALL LANDOWNER</p> <p>You are afraid of change. You have done well under the British government and see taxes as a necessary nuisance.</p>
<p>SMALL LANDOWNER</p> <p>You just recently arrived from Britain. You were able to purchase a small farm. You see the advantage of being British. You want to make a fortune and return to Britain.</p>	<p>MERCHANT</p> <p>You are a successful merchant who sells only British-made goods. You are afraid you will lose money if war breaks out. You hope to return to Britain some day.</p>	<p>TRADESMAN</p> <p>You are a tailor just newly arrived from Scotland. You fear the king and do not want to be called a traitor.</p>
<p>TAVERN KEEPER</p> <p>You operate a successful tavern in town. Most of your guests are gentlemen who have ties in Britain. You are worried about losing these men's business.</p>	<p>CLERGYMAN</p> <p>You are a minister in the established church. Your family is in Britain. You support the king who is the head of the church.</p>	<p>SMALL LANDOWNER</p> <p>You own a small farm in the Tidewater. You have difficulty understanding the ideas promoted by Patrick Henry.</p>

Pick a Side: Patriot or Loyalist?



Directions: Work in a group to complete the chart below with arguments for being a patriot and a loyalist. Then, read the Patriot/Loyalist Ideas handout. Compare your ideas to the handout.

Patriot	Loyalist

Name _____

Debate Organizer



Situation Card:

Resolution:

Argument 1:	Evidence	Feelings/Opinions
Argument 2:	Evidence	Feelings/Opinions
Argument 3:	Evidence	Feelings/Opinions



Name _____

Debate Rebuttal Organizer

Opposing Resolution:

Argument 1:

I don't agree because...

Argument 2:

Should we consider.....

Argument 3:

But what about....

Concluding Statement: Secure your argument with a strong summary, your most compelling argument/evidence or a powerful quote.

I believe this motion should be accepted/rejected because.....

Student Name _____ Date _____

Debate Topic and Position _____

Debate Rubric

	3	2	1
Viewpoint	Viewpoints are clear and organized.	Most viewpoints are clear.	Viewpoints are unclear and disorganized.
Use of Facts and Examples	Arguments are supported with facts and examples.	Most arguments are supported with facts and examples.	Arguments lack factual support.
Relevance of Supporting Arguments	All supporting arguments are relevant.	Many, but not all, supporting arguments are relevant.	Few supporting arguments are relevant.
Strength of Arguments	All arguments are strong and convincing.	Some arguments are convincing.	Arguments are not convincing.
Speaking Voice	Voice can always be heard.	Voice is heard most of the time.	Voice is difficult to hear.
Preparation	Student is well prepared.	Student needs more preparation.	Student is unprepared to defend argument.

Comments:

Total Score: _____/18