

● Contents ●

National Curriculum Standards for Social Studies	viii
Common Core Standards	ix
Introduction	1
FAQ's	4
Simulation Lesson Plan	
Native American Fictional Story Writing	7
Map Along with an Explorer	9
Christopher Columbus Trial	12
Colonial Charter	16
"Dear King George ..."	19
Tory, Patriot, or Neutral?	22
War of 1812	23
Early American Inventors Patent Application	27
Mexican-American War	30
California Gold Rush	32
Reformer Resume	34
Abolitionist Movement	36
Antebellum Newspaper	39
Secession Convention	41
US History Counterfactuals: "What if ...?"	44
Reproducibles	
Native American Fictional Story Writing	53
Christopher Columbus Trial Simulation	54
Sources for Further Study	56
Witness for the Prosecution #1	57

Contents

Witness for the Prosecution #2.....	58
Witness for the Prosecution #3.....	59
Witness for the Prosecution #4.....	60
Witness for the Prosecution #5.....	61
Witness for the Defense #1.....	62
Witness for the Defense #2.....	64
Witness for the Defense #3.....	65
Witness for the Defense #4.....	66
Witness for the Defense #5.....	67
Colonial Charter Simulation	68
Colonial Charter	71
Tory, Patriot, or Neutral?	76
War of 1812 Simulation	77
Combat Results Matrix	79
War of 1812 Playing Cards	80
Early American Inventors Patent Application	82
Mexican-American War Simulation.....	84
California Gold Rush Simulation.....	85
Family Description #1: Jones	86
Family Description #2: Smith	87
Family Description #3: Han	88
Family Description #4: Crowley.....	89
Family Description #5: Gomez.....	90
Family Description #6: Kanekalaka.....	91
Family Description #7: O'Toole	92
Gold Rush Simulation Response Sheet.....	93

Reformer Resume 96

Antebellum Newspaper Simulation 97

 Sample Antebellum Articles 99

Secession Convention Simulation 100

 State and Territories Summary 101

Teacher Feedback Form 103

Release Form for Photographic Images 104

National Curriculum Standards for Social Studies

Simulation Title	National Standards Number	Description
Native American Fictional Story Writing	K–4th grade standards: Topics 1–3	Communities, now and long ago History of students’ own state or region Peoples from many cultures who contributed to America’s heritage
Map Along with an Explorer	5–12th grade standards: Era 1 Standard 2	Early European exploration and colonization
Christopher Columbus Trial	Era 1 Standard 2	Early European exploration and colonization
Colonial Charter	Era 2 Standards 1–3	How the values and institutions of European economic life and government took root in the colonies
Tory, Patriot, or Neutral?	Era 3 Standards 1–2	Causes of the American Revolution, and its impact on politics, economy, and society
“Dear King George...”	Era 3 Standards 1–2	Causes of the American Revolution, and its impact on politics, economy, and society
War of 1812	Era 4 Standard 1	How United States territorial expansion affected relations with external powers and Native Americans
Early American Inventors Patent Application	Era 4 Standard 2	How the Industrial Revolution changed the lives of Americans
Mexican-American War	Era 4 Standard 1	How United States territorial expansion affected relations with external powers and Native Americans
California Gold Rush	Era 4 Standard 1	How the westward movement changed the lives of Americans
Reformer Resume	Era 4 Standard 4	The sources and character of cultural, religious, and social reform movements in the antebellum period
Abolitionist Movement	Era 4 Standard 4 Era 5 Standard 1	Reform movements and the causes of the Civil War
Antebellum Newspaper	Era 4 Standard 2 Era 5 Standard 1	The causes of the Civil War The rapid expansion of slavery changed the lives of Americans and led toward regional tensions.
Secession Convention	Era 4 Standard 2 Era 5 Standard 1	The causes of the Civil War The rapid expansion of slavery changed the lives of Americans and led toward regional tensions.
US History Counterfactuals	Eras 1–5	“What if . . . ?” questions covering all eras of early US history

Lesson 5

"Dear King George . . ."

Objective

- To understand the grievances of the American colonists that led up to the American Revolution

Duration and Complexity

- 1 hour
- Level 1: Easy

Materials

- A copy of the Declaration of Independence or similar documents from the Continental Congress, paraphrased into modern English, for each student

Procedure

1. Each student will choose one grievance of the Continental Congress and rephrase it in the form of a single sentence beginning with "Dear King George" and ending with a specific complaint. For example, "Dear King George, your taxes are too high."
2. Each student will write his or her sentence on an index card and pass it to a neighbor for peer editing.
3. After the partner returns the card with edits, the student rewrites the sentence if necessary.
4. The pair comes to the front of the classroom together. One will be seated as King George, the other will kneel as a royal petitioner.
5. The petitioner says aloud his "Dear King George" sentence.
6. The student playing the role of the king replies with an excuse as to why he won't listen to their complaint. For example, if the petitioner says, "Your taxes are too high" he might say, "It is only fair that you pay for your own protection from the French and Indians."
7. The king dismisses the petitioner and thanks them for their time. The students return to their seats.
8. Each new pair of students does the same until all are done.

Teacher Recommendations

1. Provide help as necessary if the students are having difficulty understanding the complaints of the colonists.
2. Keep the grievances simple. Limit them to one sentence, if possible.
3. You may want to provide some props to make the simulation more fun such as a royal robe and/or crown, a scroll, etc.
4. **Optional exercise:** Using any of the sentences which students composed during the Dear King George simulation, each student can draft a letter to King George using proper spelling, grammar, and format for a modern business letter. They may also learn how to address an envelope and send it to another class that is studying the same unit, if possible. As a follow up, have the students write and send a real letter to the president or to their representative concerning some of their current day concerns or grievances.

Evaluation

Follow up with a class discussion that summarizes the grievances of the colonists. Discuss why the king was so unwilling to listen. Discuss why this led to war. You may want to conclude with a written quiz on this material.

Common Core Standards

Simulation Title	Common Core Standards Number	Description
Native American Fictional Story Writing	CCSS.ELA-Literacy.W.8.3.a CCSS.ELA-Literacy.W.8.3.b	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
Map Along with an Explorer	CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Christopher Columbus Trial	CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
Colonial Charter	CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Tory, Patriot, or Neutral?	CCSS.ELA-Literacy.W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
"Dear King George..."	CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
War of 1812	CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Early American Inventors Patent Application	CCSS.ELA-Literacy.WHST.6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
Mexican-American War	CCSS.ELA-Literacy.WHST.6-8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
California Gold Rush	CCSS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Reformer Resume	CCSS.ELA-Literacy.W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Abolitionist Movement	CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Antebellum Newspaper	CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Secession Convention	CCSS.ELA-Literacy.W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
US History Counterfactuals	CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence

Native American Fictional Story Writing

Directions: Write a story about a local Native American man or woman who lived before the time of European contact who travels through time to see your area today.

Story guidelines:

1. How did he or she get here?
2. What kinds of things would he or she see that would seem strange?
3. What was the area like when he or she was alive?
4. What kinds of things would he or she miss?
5. What kinds of things would he or she like or dislike about the area today?



Christopher Columbus Trial Simulation

The charges against him:

1. Breach of contract. He didn't discover the Indies, therefore, the king and queen don't owe him a peso.
2. Mismanagement of Hispaniola. He was a terrible governor.
3. Misappropriation of the reward for the first sighting of land. He stole the money from others who sighted land first.
4. Impersonating a lord of noble blood. He was not a noble so he should not be allowed to be a viceroy of the Indies for the king and queen.
5. Conspiracy to commit treason against Their Most Catholic Majesties, the king and queen of Spain. He has defrauded them and conspired with our enemies.



Christopher Columbus

Characters:

- Christopher Columbus, (known to the Spanish as Cristóbal Colón and in his native Genoa as Cristofero Colombo)
- The judge (the teacher or a leading student)
- 5 lawyers for the prosecution
- 5 lawyers for the defense
- The jury (9–12 members) representing the Council of the Indies
- Witnesses for the prosecution:
 - Francisco de Bobadilla (royal representative to the Indies)
 - Martín Alonso Pinzón (captain of the Pinta)
 - Gonzalo Fernández de Oviedo (chronicler of the *General and Natural History of the Indies*)
 - Master Rodrigo (former archdeacon of Reina; Spanish theologian)
 - Guatauba (a Taino Indian)