



EXPEDITIONARY
LEARNING

Grade 4: Module 3: Unit 1: Lesson 1

Using Mystery Pictures and Texts to Discover the Topic: American Revolution



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can make inferences using specific details from the text. (RI.4.1)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can actively listen and share in discussions with my peers.• I can make inferences based on information from pictures and text.• I can support my inferences with details and examples from pictures and texts.	<ul style="list-style-type: none">• What Do You See? note-catcher• Self-assessment on learning targets



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (5 minutes) B. Engaging the Reader: Mystery Picture (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read of Gallery Walk Documents (10 minutes) B. Reread and Note Taking on Gallery Walk Documents (20 minutes) C. Think-Pair-Share Notices and Wonders (5 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Complete the What Do You See? Note-catcher (5 minutes) B. Launching Independent Reading (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Begin reading your independent reading book for this unit. 	<ul style="list-style-type: none"> • This lesson launches the study of perspectives on the American Revolution. Students begin to think about these perspectives by engaging in a Gallery Walk where they examine many primary source documents that connect to various perspectives on the war ranging from those of the founding fathers in the Declaration of Independence to Loyalists broadsides arguing that colonists fired the first shots at the Battle of Lexington and Concord. Consider revisiting the Mystery Documents in this lesson throughout the module, as students learn more about the Revolution and the perspectives of Patriots and Loyalists. • For this lesson to fully engage students, do NOT tell them the module topic in advance. Keep the American Revolution a mystery. Throughout this lesson, purposely do not answer students' questions as their engagement around the topic builds. Take note of key student questions to return to on another day. • This module was designed to intentional connect to and enhance students' work in social studies. If your students have studied the American Revolution in social studies prior to this module, consider making it a review based on the Mystery Pictures as opposed to "discovering" the topic with students. For example, during the Gallery Walk portion of this lesson tell students that the topic is perspectives on the American Revolution. Give them the meaning of the word perspective and ask them to consider what it may mean to have a perspective on the Revolution. Then have students record what they already know or what they wonder about each document in the Gallery Walk (some of the documents, the broadsides for example may still be unfamiliar to students), then construct a KWL chart about the American Revolution. Use the questions generated by students to help guide the rest of the module. • In this lesson, students interact with primary source documents in a Gallery Walk. These documents allow them to begin to wonder about the topic and make some inferences about what they will learn over the course of the module. Encourage students to be as quiet as possible during this time. While students will need some teacher reminders, the Gallery Walk is intentionally a silent protocol to allow students to discover the documents at their own pace. • The closing of this lesson includes a launch of independent reading for this module. Based on the needs of your class, consider extending the time for this activity, or continuing it at another point in the school day. For more on launching accountable independent reading in your classroom, see the stand-alone document Independent Reading Sample Plan and the Importance of a Volume of Reading document, in the Foundational Reading and Language Standards Resource Package for Grades 3-5.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Ensure students have a “research folder” in which they can organize their notes, texts, and vocabulary notebook for this module.– Review the Mystery Picture and Gallery Walk protocols (see Appendix).– Create a “gallery” by hanging Gallery Walk documents somewhere away from direct student view. Be sure to space them far enough apart that the class can comfortably spread out to view them.– Prepare independent reading books from the Unit 1 Recommended texts list, or other resources you gather.– Post: Learning targets.

Lesson Vocabulary	Materials
actively, listen, share, inferences, support, details, examples	<ul style="list-style-type: none">• Document camera• Mystery Picture (copies for student pairs and one for display)• Gallery Walk documents 1–8 (one each for display; see supporting materials)• Mystery Picture and Gallery Walk documents (for teacher reference; see supporting materials)• What Do You See? note-catcher (one per student and one to display)• Equity sticks• Folder (one per student)• Unit 1 Recommended texts list (for teacher reference; see Teaching Notes)• Recommended texts or other books for independent reading (various; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• When reviewing the learning targets for this lesson, focus on vocabulary in the targets rather than what students will be doing so as not to give away the mystery.• Direct students' attention to the learning targets.• Read the first learning target aloud:<ul style="list-style-type: none">* "I can actively listen and share in discussion with my peers."• Ask students to demonstrate what their body would look like if they were to actively listen and share. Remind them that when peers are sharing, there are no wrong answers and all ideas are to be treated with respect. Today, everyone will be starting on equal ground because no one will know what the topic is that the class is about to engage in.• Read the second learning target aloud:<ul style="list-style-type: none">* "I can make inferences based on information from pictures and text."• Have students turn and talk to remind one another what an <i>inference</i> is. Remind them today to share all their inferences with peers so the class can unlock the mystery together. Inferences are based on sound evidence, not on silly, random ideas. This evidence will come from both text and pictures today.• Read the third learning target aloud:<ul style="list-style-type: none">* "I can support my inferences with details and examples from pictures and texts."• Ask students to demonstrate with their bodies what it means to <i>support</i> something (they may hold their arms up or out). Again, remind students that their inferences must be supported by <i>details</i> and <i>examples</i> from the pictures and texts.• Help students know what it would sound like to share an inference with a peer by saying something like: "Here's an example of an inference that has support—I'm thinking that we may be studying weather because I see lightning in this photograph." Have students turn and talk about the specific details and examples you used in your inference. Remind them that this is how specific their details and examples should be today.	<ul style="list-style-type: none">• Help students prepare for cold calling by informing them of the question they need to answer before they Think-Pair-Share.• For students who need further support, consider simplifying and typing up directions.• Also consider giving sentence starters for students to discuss their understanding of the words with their partners. For example: "I think this picture is showing _____. I am still confused by this part because _____."



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Mystery Picture (10 minutes)</p> <ul style="list-style-type: none">• <i>Note: Do not yet reveal the topic of this picture.</i>• Using a document camera, display the Mystery Picture, or enlarge the picture and post on the board.• Tell students that they will work in partners to examine and discuss these pictures. Remind them of the class expectation for working in a small group. For example: All will participate and share their thinking; be respectful of other's ideas; etc.• Have students find a partner.• Distribute copies of the Mystery Picture to pairs of students. Ask students to examine the picture with their partner and discuss the following question:<ul style="list-style-type: none">* "What do you notice about this picture?"• While students discuss, distribute copies of the What Do You See? note-catcher.• Refocus student whole group. Then, focus students on the "Part I: Mystery Picture" side of the note-catcher. Tell students that the note-catcher is meant to guide their discussion with their partner and give them a place to catch their ideas. The top three boxes are questions they should each answer aloud to each other. They do not need to write in the top three boxes, but they should use them as talking points for their conversation.• Read each column description and ask if there are questions. They should write down questions they still have and some ideas about how they could find answers to their questions in the bottom two boxes.• Give students another 4 minutes to discuss and generate questions.• Circulate to listen in on discussions. Push students to provide evidence for their thinking from the pictures. For example, you might ask:<ul style="list-style-type: none">* "What detail in the picture makes you think this drawing is old?"• After 4 minutes, gather the class to share out questions. Be sure students share only questions at this point—inferences will come later. Use equity sticks (introduced in Module 2A) to cold call on a variety of students.• Pass out a folder (or another organizational material) to each student. Explain that students should place their note-catcher in the folder; they will use this folder as a place to store important work throughout the module. Without giving away too much of the performance task, tell students that they will use the note-catchers they store here as research for their performance task at the end of the module. If you choose to be more specific, explain that now (for instance, if you would like students to group their papers by topic or by date completed, be sure they know how to do that).	



Work Time	Meeting Students' Needs
<p>A. First Read of Gallery Walk Documents (10 minutes)</p> <p><i>Note: Do not give away any clues about the topic as you introduce the Gallery Walk.</i></p> <ul style="list-style-type: none">• Introduce students to the Gallery Walk protocol (see Appendix). Remind them of the following important aspects of a Gallery Walk:<ol style="list-style-type: none">1. Be respectful of others' needs and allow space for others to view the documents. (Ask one student to stand and demonstrate with you what it might look like to both read the same document without getting in one another's way.)2. Take your time and actually read some of the documents over.3. As you approach each new document, think about the four things you discussed during Opening B (observations, inferences, knowledge, and questions).• During this first read, students should bring nothing into the Gallery Walk with them.• Start the Gallery Walk.• After about 3 minutes, guide students' thinking by reminding them of the four things they should consider when looking at each document. Give reminders about silence as needed.• After another 3 minutes, let students know they have 2 minutes left in the Gallery Walk and give another reminder of the four things they are thinking about.• After 2 minutes are up, invite students to silently return to their seats.	<ul style="list-style-type: none">• Consider allowing some students to return to the Gallery Walk without the note-catcher so they can focus on reading/observing. Support them with capturing their thinking by meeting with them (or a strong note-taking peer) briefly after each document they read to fill in the note-catcher. It may also help to provide a partially completed note-catcher for some students.• To support ELLs and other students, use a graphic for each of the headings of the note-catcher. For example, eyeballs for "Observations," a connection symbol (two circles overlapping) for "Inferences," a light bulb for "Knowledge," and a ? for "Further Research."



Work Time (continued)	Meeting Students' Needs
<p>B. Reread and Note Taking on Gallery Walk Documents (20 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to Part II of the What Do You See? note-catcher.• Briefly read each column description and ask if there are questions. As students work through Part II, they should write their responses in the boxes rather than just talking about them as they did with Part I. Point out to students that the boxes are bigger so that they can fill them in. Tell students to leave the Knowledge column blank for now—they will finish that during today's Closing and Assessment A.• Tell students they will use Part II of the note-catcher to take notes on what they see/read during their second Gallery Walk.• Ask students what went well with the first part of the Gallery Walk protocol. Celebrate successes that you saw.• Ask students what reminders they have for their classmates to make their second Gallery Walk even more successful. Give any reminders that you took note of during students' first read.• Invite students to bring a pencil and their note-catcher and to silently reenter the Gallery Walk to reread and take a closer look at three documents—at least one picture and two texts.• After about 1 or 2 minutes, remind students to choose which document they will take notes on and begin to fill in their What Do You See? note-catcher.• After another 2 or 3 minutes, give students a time check—they should wrap up their notes on their first document and move onto their second.• Give students another 3 or 4 minutes to work on their second document before reminding them again to wrap up and move onto their last document.• After 3 or 4 minutes, ask students to wrap up their thinking and silently move back to their seats.• If it seems like students need extra time to fill in their note-catcher, give them a couple of minutes to do so in their seats.	
<p>C. Think-Pair-Share Notices and Wonders (5 minutes)</p> <ul style="list-style-type: none">• Place students in groups of three or four.• Invite them to share notices and wonders from their second Gallery Walk. Guide students to share mostly from their Observations and Inferences columns of their note-catchers.	



Closing and Assessment	Meeting Students' Needs
<p>A. Complete the What Do You See? Note-catcher (5 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group and ask:<ul style="list-style-type: none">* “What do you know about the American Revolution from the pictures and texts you saw today?”• Tell students to answer this question in the Knowledge column of their note-catchers.• After giving students 1 or 2 minutes to fill in the Knowledge column, ask them:<ul style="list-style-type: none">* “What questions do you have about the pictures and texts you saw today?”• Tell students to answer this question in the Further Research/Wonder column of their note-catcher.• Collect the note-catchers to review later. These student responses can be used to inform how much background knowledge they have on the topic and what extra work you may want to do outside of the literacy block to enrich their study of the American Revolution.	<ul style="list-style-type: none">• Some students may be overwhelmed by the task of summarizing what they already know (the Knowledge column). It may be helpful to revise their task to simply list questions (the Further Research/Wonder column).• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
<p>B. Launching Independent Reading (5 minutes)</p> <ul style="list-style-type: none">• Tell students you have gathered books related to this topic for them to read independently throughout the module.• Remind students that they should use the Goldilocks Rule for selecting “just right” texts for independent reading.• Invite students to browse the recommended texts you have displayed for them and choose one.	<ul style="list-style-type: none">• You may wish to provide students with additional time to browse and select a text for reading at their independent reading level.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Begin reading your independent reading book for this unit. <p><i>Note: For Lesson 2, you will need to create engaging "Tax Experience." See Lesson 2 Teaching Notes for details.</i></p>	<ul style="list-style-type: none">• Consider providing additional support or struggling readers by providing audio versions of books on the recommended text list for this module. Students can listen to these audio recordings during the school day during their additional literacy time, and reread the printed version of the text for homework or take the audio recording and printed versions home to practice reading along.



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Grade 4: Module 3B: Unit 1: Lesson 1

Supporting Materials



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Mystery Picture



"The massacre perpetrated in King Street Boston on March 5th 1770", Rare Book and Special Collections Division, Library of Congress.
<http://www.loc.gov/pictures/resource/cph.3a45748/>



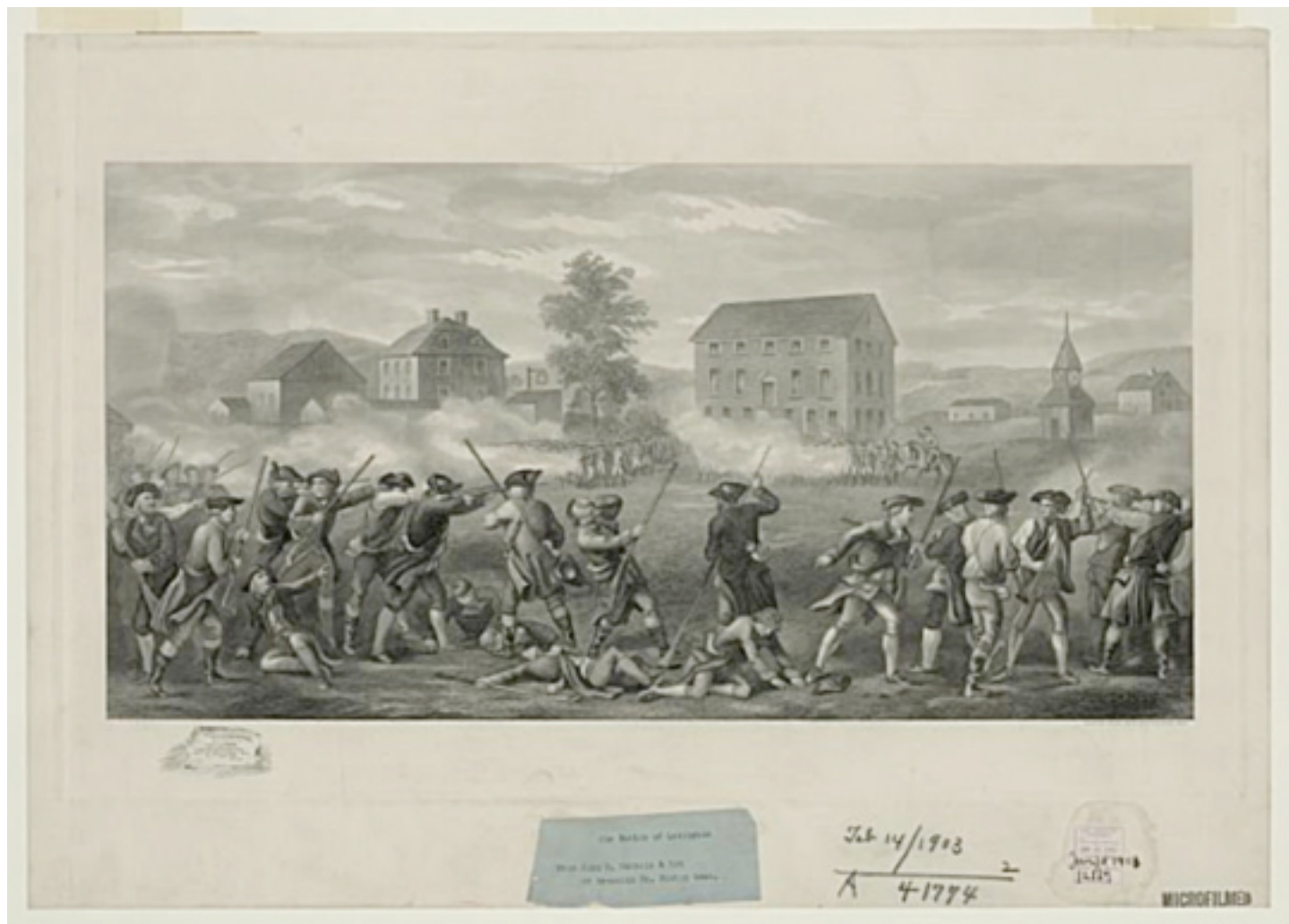
Gallery Walk Document 1



Library of Congress Prints and Photographs Division Washington, D.C LC-DIG-ppmsca-15704



Gallery Walk Document 2



Daniels, John H. & Sons. "The Battle of Lexington". Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2004669976/>



Gallery Walk Document 2



Currier & Ives., "Destruction of tea at Boston Harbor". Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/resource/cph.3b52022/>



A CIRCUMSTANTIAL ACCOUNT

Of an Attack that happened on the 19th of April 1775. on his
MAJESTY'S Troops,

By a Number of the People of the Province of MASSACHUSETTS
BAY.

ON Tuesday the 19th of April, about half past 10 at Night, Lieutenant Colonel Smith of the 10th Regiment, embarked from the Common at Boston, with the Grenadiers and Light Infantry of the Troops there, and landed on the opposite Side, from whence he began his March towards Concord, where he was ordered to destroy a Magazine of Military Stores, deposited there for the Use of an Army to be assembled, in Order to act against his Majesty, and his Government. The Colonel called his Officers together, and gave Orders, that the Troops should not fire, unless fired upon; and after marching a few Miles, detached six Companies of Light Infantry, under the Command of Major Pitcairn, to take Possession of two Bridges on the other Side of Concord. Soon after they heard many Signal Guns, and the ringing of Alarm Bells repeatedly, which convinced them that the Country was rising to oppose them, and that it was a preconcerted Scheme to oppose the King's Troops, whenever there should be a favorable Opportunity for it. About 3 o'Clock the next Morning, the Troops being advanced within two Miles of Lexington, Intelligence was received that about Five Hundred Men in Arms, were assembled, and determined to oppose the King's Troops. And on Major Pitcairn's galloping up to the Head of the advanced Companies, two Officers informed him that a Man (advanced from those that were assembled) had presented his Musket and attempted to shoot them, but the Piece failed in the Pan: On this the Major gave directions to the Troops to move forward, but on no Account to fire, nor even to attempt it without Orders. When they arrived at the End of the Village, they observed about 300 armed Men, drawn up on a Green, and when the Troops came within a Hundred Yards of them, they began to file off towards some Stone Walls, on their right Flank: The Light Infantry observing this, ran after them; the Major instantly called to the Soldiers not to fire, but to surround and disarm them; some of them who had jumped over a Wall, then fired four or five Shot at the Troops, wounded a Man of the 10th Regiment, and the Major's Horse in two Places, and at the same Time several Shots were fired from a Meeting-House on the left: Upon this, without any Order or Regularity, the Light Infantry began a scattered Fire, and killed several of the Country People; but were silenced as soon as the Authority of their Officers could make them.

After this, Colonel Smith marched up with the Remainder of the Detachment, and the whole Body proceeded to Concord, where they arrived about 9 o'Clock, without any Thing further happening; but vast numbers of armed People were seen assembling on all the Heights; while Colonel Smith with the Grenadiers, and Part of the Light Infantry remained at Concord, in search for Cannon, &c. there; he detached Captain Parsons with six Light Companies to secure a Bridge at some Distance from Concord, and to proceed from thence to certain Houses, where it was supposed there was Cannon, and Ammunition; Captain Parsons in pursuance of their Orders, posted three Compa-

nies at the Bridge, and on some Heights near it, under the Command of Captain Laurie of the 4th Regiment; and with the Remainder went and destroyed some Cannon Wheels, Powder, and Ball; the People still continued increasing on the Heights; and in about an Hour after, a large Body of them began to move towards the Bridge, the Light Companies of the 4th and 10th then defended, and joined Captain Laurie, the People continued to advance in great Numbers; and fired upon the King's Troops, killed three Men, wounded four Officers, one Sergeant, and four private Men, upon which (after returning the fire) Captain Laurie and his Officers, thought it prudent to retreat towards the Main Body at Concord, and were soon joined by two Companies of Grenadiers; when Captain Parsons returned with the three Companies over the Bridge, they observed three Soldiers on the Ground one of them scalped, his Head much mangled, and his Ears cut off, tho' not quite dead; a Sight which struck the Soldiers with Horror; Captain Parsons marched on and joined the Main Body, who were only waiting for his coming up, to march back to Boston; Colonel Smith had executed his Orders, without Opposition, by destroying all the Military Stores he could find; both the Colonel, and Major Pitcairn, having taken all possible Pains to convince the Inhabitants that no Injury was intended them, and that if they opened their Doors when required, to search for Fire Stores, nor the slightest Mischief should be done; neither had any of the People the least Occasion to complain, but they were bulky, and one of them even struck Major Pitcairn. Except upon Captain Laurie, at the Bridge, no Hostilities happened from the Affair at Lexington, until the Troops began their March back. As soon as the Troops had got out of the Town of Concord, they received a heavy Fire from all Sides, from Walls, Fences, Houses, Trees, Barns, &c. which continued without Interruption, till they met the first Brigade, with two Field Pieces, near Lexington; ordered out under the Command of Lord Percy to support them; (advice having been received about 7 o'Clock next Morning, that Signals had been made, and Expresses gone out to alarm the Country, and that the People were rising to attack the Troops under Colonel Smith.) Upon the Firing of the Field Pieces, the People's Fire was for a while silenced, but as they still continued to increase greatly in Numbers, they fired again as before, from all Places where they could find Cover, upon the whole Body, and continued so doing for the Space of fifteen Miles: Notwithstanding their Numbers they did not attack openly during the Whole Day, but kept under Cover on all Occasions. The Troops were very much fatigued, the greater Part of them having been under Arms all Night, and made a March of upwards of Forty Miles before they arrived at Charlestown, from whence they were carried over to Boston.

The Troops had above Fifty killed, and many more wounded: Reports are various about the Loss sustained by the Country People, some make it very considerable, others not so much.

This this unfortunate Affair has happened through the Rashness and Imprudence of a few People, who began Firing on the Troops at Lexington.

* At this Time the whole Light Companies loaded, but the Grenadiers were not loaded when they received their first Fire.
† Notwithstanding the Fire from the Meeting-House, Colonel Smith and Major Pitcairn, with the greatest boldness kept the Soldiers from firing into the Meeting-House and putting all their aim to Death.

the People say the Troops fired first & it is known they did



BLOODY BUTCHERY,
BY THE
BRITISH TROOPS;
OR THE
RUNAWAY FIGHT OF THE REGULARS.

Being the PARTICULARS of the VICTORIOUS BATTLE fought at and near CONCORD, situated Twenty Miles from Boston, in the Province of the Massachusetts-Bay, between Two Thousand Regular Troops, belonging to His Britannic Majesty, and a few Hundred Provincial Troops, belonging to the Province of Massachusetts-Bay, which lasted from sunrise until sunset, on the fifth of April, 1775, when it was decided greatly in favor of the latter. These particulars are published in this cheap form, at the request of the friends of the deceased WORTHIES, who died gloriously fighting in the cause of LIBERTY and their country; and it is their sincere desire that every Householder in the country, who are sincere well-wishers to America, may be possessed of the same, either to frame a memorial of this important event, on which, perhaps, may depend the future Freedom and Greatness of the Commonwealth of America. To which is annexed a Funeral Elegy on those who were slain in the Battle.

From S. BENTLEY'S New History, or History and Description of America, published by T. Cadell, in 1780.

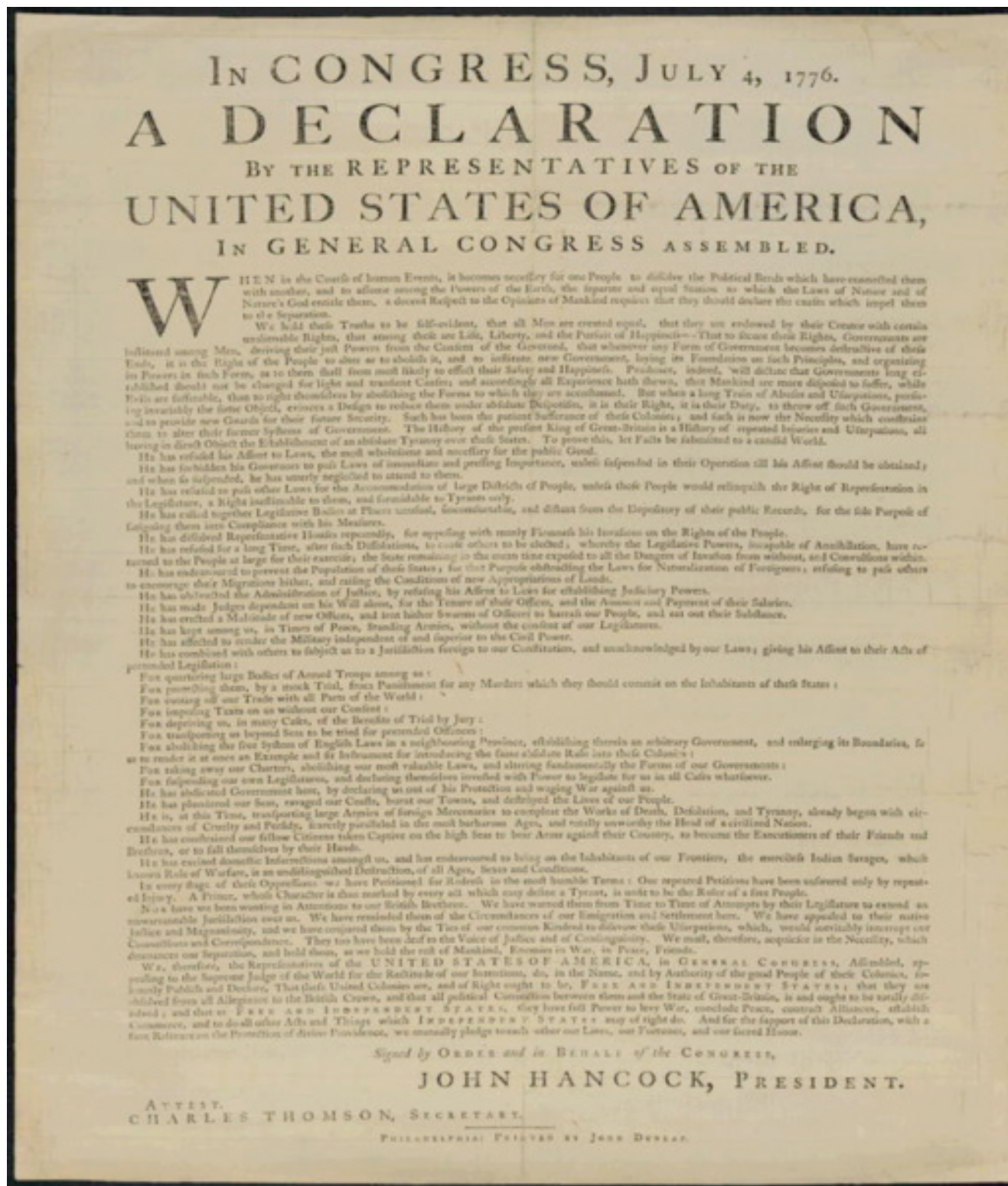
THE BATTLE. When the British army, consisting of about 1500 men, was marching from Boston to Concord, they were met by a small force of about 400 men, consisting of the Provincial Troops, and a few Regulars. The British army, after a short fight, was forced to retreat. The Provincial Troops, who were not regular soldiers, fought with great bravery and killed many of the British. The British army, which was composed of regular soldiers, was defeated. The British army, which was composed of regular soldiers, was defeated. The British army, which was composed of regular soldiers, was defeated.

LIST OF NAMES.

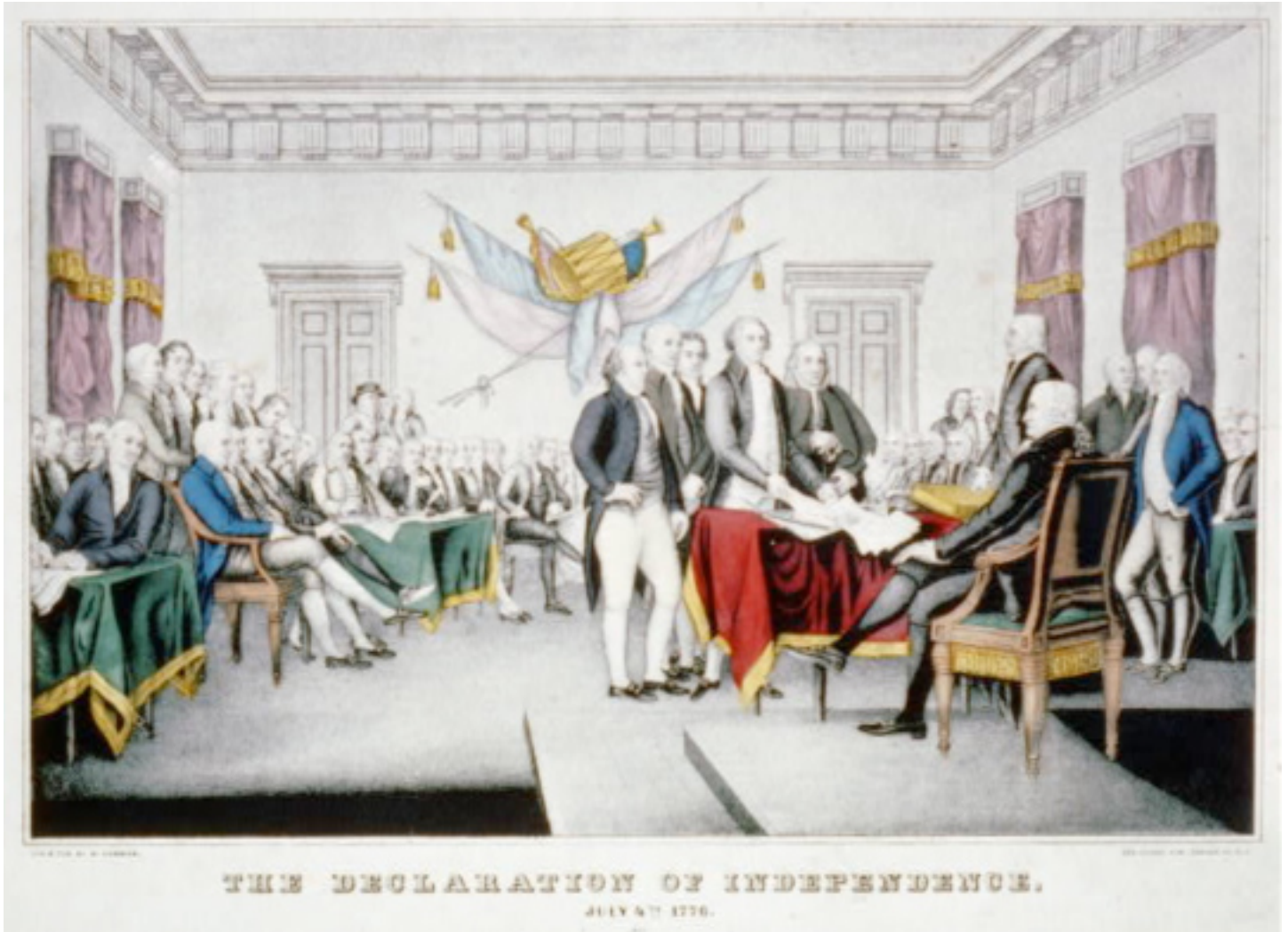
1. Mr. Robert (Name)	2. Mr. John (Name)
3. Mr. James (Name)	4. Mr. William (Name)
5. Mr. Thomas (Name)	6. Mr. George (Name)
7. Mr. Richard (Name)	8. Mr. Henry (Name)
9. Mr. John (Name)	10. Mr. William (Name)
11. Mr. James (Name)	12. Mr. Thomas (Name)
13. Mr. George (Name)	14. Mr. Richard (Name)
15. Mr. Henry (Name)	16. Mr. John (Name)
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93. Mr. John (Name)	94. Mr. William (Name)
95. Mr. James (Name)	96. Mr. Thomas (Name)
97. Mr. George (Name)	98. Mr. Richard (Name)
99. Mr. Henry (Name)	100. Mr. John (Name)

A GENERAL ELEGY, OR AN IMMORTAL REMEMBRANCE

Ye brave and valiant men, who in the cause of Liberty and your country, have fallen in the field of battle, your names will live forever in the hearts of your countrymen. Your sacrifice will be remembered by all who love freedom. Your names will be inscribed on the tablets of fame. Your names will be remembered by all who love freedom. Your names will be inscribed on the tablets of fame. Your names will be remembered by all who love freedom. Your names will be inscribed on the tablets of fame.



Declaration of Independence (US 1776)



Currier, N. "Declaration of Independence: July 4th 1776". Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/resource/cph.3b50118/>



“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.”



Mystery Picture and Gallery Walk Documents
(For Teacher Reference)

Mystery Picture: Boston Massacre, March 5, 1770.

<http://www.loc.gov/pictures/item/2004670035/>.

Gallery Walk Document 1: Print depicting Crispus Attucks, a slave; was considered the first casualty of the Revolutionary War when he was killed in the Boston Massacre.

<http://www.loc.gov/pictures/item/2004677546/>.

Gallery Walk Document 2: Print depicting the Boston Tea Party, Dec. 16, 1773.

<http://www.loc.gov/pictures/item/91795889/>.

Gallery Walk Document 3: Print depicting the Battle at Lexington and Concord, first battle of the Revolutionary War, April 19, 1775. <http://www.loc.gov/pictures/item/2004669976/>.

Gallery Walk Document 4: Broadside arguing that the Minute Men fired the first shot in the battle of Lexington and Concord. http://www.masshist.org/revolution/image-viewer.php?item_id=498&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1.

Gallery Walk Document 5: Broadside arguing that the British troops fired the first shot in the battle of Lexington and Concord. http://www.masshist.org/revolution/image-viewer.php?item_id=467&img_step=1&tpc=&pid=2&mode=large&tpc=&pid=2#page1.

Gallery Walk Document 6: The Declaration of Independence.

<http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html>.

Gallery Walk Document 7: Print depicting the signing of the Declaration of Independence on July 4, 1776. <http://www.loc.gov/pictures/item/91795009/>.

Gallery Walk Document 8: Quote from the Declaration of Independence.



What Do You See? Note-catcher
Part I: Mystery Picture

Name: _____

Date: _____

Observations (NOTICE)	Inferences	Knowledge
<p>Describe exactly what you see in the photo.</p> <ul style="list-style-type: none">• What people and objects are shown?• How are they arranged?• What is the physical setting?• What other details can you see?	<p>Say what you conclude from what you see.</p> <ul style="list-style-type: none">• What's going on in the picture?• Who are the people and what are they doing?• What might be the function of the objects?• What can we conclude about the time period?	<p>Summarize what you already know about the situation and time period shown, and the people and objects that appear.</p>
<p>Further Research (WONDER) What questions has the photo raised?</p>	<p>What are some sources I can use to find answers?</p>	



What Do You See? Note-catcher
Part II: Gallery Walk

Document	Observations (NOTICE)	Inferences	Knowledge	Further Research (WONDER)
Picture/ text you are looking at/reading.	Describe exactly what you see/read in the photo/text.	Say what you conclude from what you see/read.	Summarize what you know about the situation and time period shown/described.	What questions has the photo/text raised?