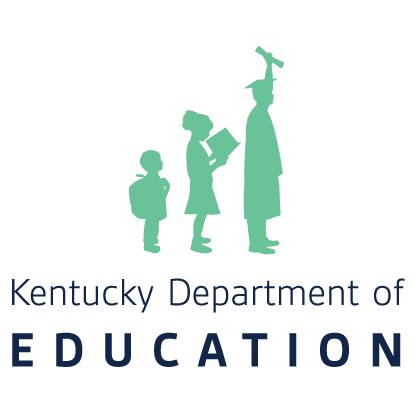
**Including Diverse Groups of the *KAS for Social Studies***

**Grade 4 Collection with Teacher Notes**

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**Why do people resist oppression even at great personal risk?**

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# **Collection Introduction**

This *Including Diverse Groups of the KAS for Social Studies: Grade 4 Collection with Teacher Notes* is designed to support educators in understanding the characteristics of an inclusive curriculum when implementing units and/or lesson plans that include diverse groups. This Grade 4 Collection with Teacher Notes focuses on migration in early Colonial America with an emphasis on actions that groups took to resist oppression. This collection includes one compelling question and four supporting questions that are explored through multiple investigations. Students use their exploration of the supporting questions to synthesize their knowledge to answer the compelling question.

Throughout this document, blue boxes are provided to highlight the student facing portions of these sample assignments. As the purpose of this resource is to provide insight on instructional considerations for educators, reading the surrounding “plain” text will be critical when facilitating and implementing these standards-aligned assignments.

It is important to note that the assignment(s), indicated throughout the Teacher Notes, and related resource(s) represent one example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

***KAS for Social Studies* Alignment**

* 4.I.Q.1 Ask compelling questions about migration and settlement.
* 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.
* 4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America.
* 4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.
* 4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.
* 4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.
* 4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.
* 4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.
* 4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.
* 4.I.CC.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.

| **Setting the Stage: Compelling Question** |
| --- |

| **4.I.Q.1 Ask compelling questions about migration and settlement.**    **Compelling Question:** Why do people resist oppression even at great personal risk? |
| --- |

Introduce the compelling question, “Why do people risk oppression even at great personal risk?” by providing the meaning of oppression. [*What is Oppression?*](https://mrfa.net/wp-content/uploads/2018/10/What-is-Oppression.pdf) defines oppression as “the systemic and institutional abuse of power by one group at the expense of others and the use of force to maintain this dynamic.” You may provide a simplified version of this definition for students. Ask students to discuss oppression in the past and today and to provide examples. For guidance on how to establish routines and procedures for effective class discussion, visit [What Productive Talk Looks Like in the Elementary Grades](https://www.edutopia.org/article/what-productive-talk-looks-elementary-grades). In the historical context of the theme of Grade 4, students may already have some knowledge about the oppression of American Indian groups that began upon the arrival of the European explorers and settlers, and also the forced migration of Africans who were enslaved in the Americas. Some other examples of oppression provided in *What is Oppression?* that may be worthy of discussion are: patriarchy, sexism, ageism, racism and ableism.

For guidance on civil discourse in the classroom, visit [Civil Discourse in the Classroom: Chapter 4: Teaching Controversy.](https://www.tolerance.org/magazine/publications/civil-discourse-in-the-classroom/chapter-4-teaching-controversy)

Ask students to consider why the oppression taking place within any of the examples they provided was not often challenged. Students may respond that it was dangerous and risky. Explain to students that the compelling question asks us to consider why some people did challenge this oppression, even at a great personal risk. Students will examine different groups that were oppressed during early American history and how and why they resisted oppression in order to help answer this compelling question.

# **Exploration One: American Colonists**

**Overview:**

Students will begin investigating the compelling question, “Why do people resist oppression even at great personal risk?” by examining the impact of migration on early Colonial America. Students will explore a variety of sources about American colonists and the actions they took to resist the actions of the British Parliament.

***Kentucky Academic Standards (KAS) for Social Studies* standards alignment:**

* 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.
* 4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America.
* 4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.
* 4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.

| **4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.**  **Supporting Question:** “How did early American Colonists resist?” |
| --- |

Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In Grade 4, students are expected to develop their own supporting questions. Strategies, such as [Parts, Perspectives, Me](https://pz.harvard.edu/sites/default/files/Parts%20Perspectives%20Me.pdf), may be used to support students in this work. For more information on developing supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

Introduce the supporting question, “How did early American Colonists resist?”, and check for a clear understanding of the supporting question and the meaning of “resist.” Ask students to give examples of things that can be resisted and ways in which people can resist these things. They may draw from personal experiences, such as resisting their parents’ requests. After students have the opportunity to discuss resistance and provide a variety of examples, ensure that they understand that while resistance can happen for a variety of reasons, the amount of risk involved has varied historically for different groups. Ensure that students understand that resistance is an action meant to solve a problem, such as civic or community oppression.

Explain to students that they are going to investigate an early group of colonists who migrated from England to the Americas, known as the Pilgrims, to understand how they resisted oppression. Activate their prior knowledge about the Pilgrims by posing the question:

| What do you already know about the Pilgrims? |
| --- |

Ask students to [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) with a partner to respond to the question. Then, collect responses from students and compile them digitally or on chart paper so that students can see the responses. Students may recall that the Pilgrims were a very early group of settlers, that they collaborated with American Indian groups in the area and that they were part of the First Thanksgiving. Students may have some knowledge about the Pilgrims seeking religious freedom. This information may help inform the rest of the investigation, and students will be able to look back at their prior knowledge and evaluate its accuracy and add additional learning.

It is important to note that as students are exploring the compelling question, they will be engaging with multiple sources to support their investigation of the supporting questions found in this collection. It may be helpful to provide an Evidence Log to collect information from the sources as students progress through the investigation. A sample [“Why do people resist oppression even at great personal risk? Evidence Log](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_4_Evidence_Log.docx) is provided.

# **Investigation: Part 1**

| 4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies. |
| --- |

In order to investigate the characteristics of the Pilgrims, the following sources may be utilized:

* Brooks, Rebecca Beatrice. (28 September, 2016). *Religion in Plymouth Colony.* <https://historyofmassachusetts.org/plymouth-colony-religion/>.
* Discover Gainsborough. (10 May, 2020). *PilgrimAGE - Gainsborough’s historic Pilgrim date commemorated* [video]. <https://www.youtube.com/watch?v=JotrFrzsIWU>.
* Johnson, Caleb. (n.d.). *Church and Religion.* <http://mayflowerhistory.com/religion>.
* Oklahoma Society of Mayflower Descendants. (n.d.). *Maps.* <https://www.okmayflower.com/maps>.
* Public Broadcasting Service (PBS). (n.d.). *People and Ideas: Early American Groups* [article]. [https://www.pbs.org/wgbh/americanexperience/features/godinamerica-early-american-groups](https://www.pbs.org/wgbh/americanexperience/features/godinamerica-early-american-groups/).
* Public Broadcasting Service (PBS). (n.d.). *The Pilgrims: Alliance with Massasoit’s People and the First Thanksgiving* [video]. <https://ket.pbslearningmedia.org/resource/americanexperience27p-soc-alliance/wgbh-americanexperience-the-pilgrims-alliance-with-massasoits-people-and-the-first-thanksgiving/>.
* Public Broadcasting Service (PBS). (n.d.). *The Pilgrims: The First Winter* [video]. <https://ket.pbslearningmedia.org/resource/americanexperience27p-soc-firstwinter/wgbh-americanexperience-the-pilgrims-the-first-winter/>.

Explain to students that, while it may be widely known that the Pilgrims migrated to the Americas on the Mayflower, it is important to know their history, culture and beliefs, and how this influenced their decision to immigrate to the Americas in 1620. Begin by providing students with the following excerpts about the Pilgrims and their experience in England. Read the excerpts together as a class, providing support for understanding challenging vocabulary. Ask students to annotate these excerpts by identifying evidence as to why the Pilgrims immigrated to America in 1620. For more information on text annotation, visit [Annotating Texts.](https://learningcenter.unc.edu/tips-and-tools/annotating-texts/)

Excerpt from [*Church and Religion*](http://mayflowerhistory.com/religion):

| The Pilgrims strongly believed that the Church of England, and the Catholic Church, had strayed beyond Christ's teachings, and established religious rituals, and church hierarchies, that went against the teachings of the Bible. This belief put them at odds with church officials, who in the early years of King James I tried to have them arrested and thrown in jail for refusing to participate in church rituals. |
| --- |

Excerpt from [*Religion in Plymouth Colony*](https://historyofmassachusetts.org/plymouth-colony-religion/)*:*

| The pilgrims of Plymouth Colony were religious separatists from the Church of England. They were a part of the Puritan movement which began in the 16th century with the goal to “purify” the Church of England of its corrupt doctrine and practices.  These separatists were a sect of Puritans within the movement who felt that the Church of England was too corrupt to save and had given up on the idea of real reform within the church and decided to separate from it.  At that time, the Church and State were one in England and the act of separating from the Church of England was considered treasonous. |
| --- |

Excerpt from[*People and Ideas: Early American Groups*](https://www.pbs.org/wgbh/americanexperience/features/godinamerica-early-american-groups/):

| During the reign of Elizabeth I, the English Parliament introduced a series of measures intended to reform the theology and rituals of the Church of England established during the reign of her father, Henry VIII. But some Protestants believed that these reforms had not gone far enough. These Protestants believed that the Church of England was hopelessly corrupt and incapable of reform. They felt their only option was to leave the church and create new, separate churches. |
| --- |

Check for students’ understanding that the Pilgrims were Puritans, but also became known as separatists because of their desire to completely separate from the Church of England. Ask students to synthesize the information presented from these three sources, and do a [Quick Write](https://ablconnect.harvard.edu/quick-write) to answer the following questions, citing evidence from the sources:

| * How did the Pilgrims feel about the Church of England, and why? * How did the Church of England feel about the Pilgrims’ refusal to follow their practices? |
| --- |

After students have had time to write down their responses, facilitate a class discussion to ensure students understand that the Pilgrims had very fundamental and strong disagreements with the Church of England, but they were not allowed to separate from the church and practice their own religious beliefs freely.

Now that students know that the Pilgrims were in conflict with the Church of England and had no choice but to either comply or resist, show the short clip from [*Gainsborough’s historic Pilgrim date commemorated*](https://www.youtube.com/watch?v=JotrFrzsIWU), and ask students to notice the different journeys taken by the Pilgrims. Then, ask students to respond to the following questions during a brief class discussion:

| * What journeys did the Pilgrims make? * Why did they make these journeys? * What risks were they taking by choosing to embark on these journeys? |
| --- |

Discuss how the Pilgrims made several different journeys, and that the first was to Holland in the Netherlands. Show students a [map](https://www.okmayflower.com/maps) so they may see where the Pilgrims originated and to where they traveled. Then, display and read the following excerpt from [*Religion in Plymouth Colony*](https://historyofmassachusetts.org/plymouth-colony-religion/), asking students to annotate as they read. Providing support for any challenging vocabulary.

| At that time, the Church and State were one in England and the act of separating from the Church of England was considered treasonous. This is what prompted the separatists to flee England for Leiden, Holland in 1607.  To leave England at the time, you needed permission from the King. This permission was forbidden for religious dissenters so the pilgrims had to illegally smuggle themselves out of England by bribing ship captains to take them to Holland.  Although the pilgrims had religious freedom in Holland, they found it difficult to retain their English identity in a Dutch country, they worked grueling jobs in the cloth industry there and the possibility of war between Holland and the Catholic-run Spain, due to their 12 year truce nearing its end, threatened their future in the country. If Spain won the war and took over Holland, they knew that Protestants such as themselves would no longer be welcome there.  In addition to this, Separatist principles at the time included a separation between church and state as well as, for the more radical pilgrims, a separation from all other religious communities.  These economic reasons and religious reasons are what prompted the pilgrims to emigrate to North America in 1620. They hoped to not only find the religious freedom they were seeking in North America but also hoped to be able to earn money by establishing a colony there that would harvest supplies and send them back to England to be sold. |
| --- |

Pose the following questions to students during a class discussion, asking student to cite evidence from the source in their responses:

| * What was risky about the Pilgrims’ move to Holland? * Why were they willing to take such a risk? * Why did they decide to leave Holland and come to America? |
| --- |

Explain that the Pilgrims had a very difficult time adjusting to their new life in America. To show students how harsh and devastating conditions were initially, have students watch [The Pilgrims: The First Winter](https://ket.pbslearningmedia.org/resource/americanexperience27p-soc-firstwinter/wgbh-americanexperience-the-pilgrims-the-first-winter/). Then, practice the thinking strategy, [Step In - Step Out - Step Back](http://www.pz.harvard.edu/sites/default/files/Step%20In%20-%20Step%20Out%20-%20Step%20Back_1.pdf), by posing the following questions for students to consider and discuss:

| Step In: Given what you see and know at this time, what do you think the Pilgrims might feel, believe, know, or experience? Cite evidence from the sources to support your response.  Step out: What else would you like or need to learn to understand the Pilgrims’ perspective better?  Step back: Given your exploration of this perspective so far, what do you notice about your own perspective and what it takes to take somebody else’s? |
| --- |

Now that students have investigated several sources related to the Pilgrims and their experiences, you may have students complete their [Evidence Log](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_4_Evidence_Log.docx) for these sources. This will help them keep track of each of the sources they analyze and may be used to help them when they complete the task aligned to the supporting question at the end of this investigation.

Explain to students that the Pilgrims had to continue to fight for survival and had a very difficult time in their first winter in America, which about half of them did not survive. Show the video, [The Pilgrims: Alliance with Massasoit’s People and the First Thanksgiving](https://ket.pbslearningmedia.org/resource/americanexperience27p-soc-alliance/wgbh-americanexperience-the-pilgrims-alliance-with-massasoits-people-and-the-first-thanksgiving/), which explains how the Pilgrims cooperated with an American Indian tribe, the Wampanoag. Prior to watching, pose the following questions to students to think about as they watch. They may share their thoughts as a class after the video.

| * Why was life for the Pilgrims difficult in their new settlement? * Why did the Pilgrims form an alliance with the Wampanoag tribe? * How did this alliance benefit both parties and help the Pilgrims survive in their early years? |
| --- |

Now that students have investigated the Pilgrims, including their culture and beliefs, the risk they took leaving Europe to settle in America, and the very difficult life they had initially, conclude the investigations by asking students to respond to the following questions, citing evidence from the sources, with a [Quick Write](https://ablconnect.harvard.edu/quick-write):

| * Identify the distinctive characteristics of the Pilgrims. * How do these cultural characteristics compare to members of the Church of England who remained in Europe? * How did these differences motivate the Pilgrims to resist? |
| --- |

Students may complete their Evidence Log for this video prior to moving on to the next investigation.

Investigation: Part 2

| 4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America. |
| --- |

In order to compare monarchy and self-governing systems in Colonial America to investigate how colonists resisted, the following source may be utilized:

* Merriam-Webster. (n.d.). *Definition of constitutional monarchy.* <https://www.merriam-webster.com/dictionary/constitutional%20monarchy>*.*
* NBC News Learn. (26 June, 2020). *Mayflower Compact: Roots of Our Democracy* [video]. <https://www.youtube.com/watch?v=ku2BTsgvrhM>.
* New England Historical Society. (2021). *The First Town Meeting Still Going in Six States* [article]. <https://www.newenglandhistoricalsociety.com/oldest-town-meeting-6-states/>.
* Studies Weekly. (8 March, 2016). *House of Burgesses* [video]. <https://www.youtube.com/watch?v=R3yC1Y-7utA>.
* The National Archives. (n.d.). *Getting the Vote.* <https://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/getting_vote.htm>.
* UK Parliament. (2021). *Parliament and the Crown* [article]. <https://www.parliament.uk/about/how/role/relations-with-other-institutions/parliament-crown/>.
* USHistory.org. (n.d.). *The Colonial Experience.* <https://www.ushistory.org/gov/2a.asp>.

Explain to students that they are going to explore the different ideas about government that existed between Great Britain and the American Colonies. Throughout this investigation, ask students to collect evidence on a graphic organizer, such as the one below:

| Form of government | Who could participate? | How much power is in the hands of the people? |
| --- | --- | --- |
| Constitutional monarchy |  |  |
| House of Burgesses |  |  |
| Mayflower Compact |  |  |
| Colonial town meetings |  |  |

Students will begin by examining a constitutional monarchy, which is the British form of government. Provide a definition of constitutional monarchy for students, such as the one below from [Merriam-Webster](https://www.merriam-webster.com/dictionary/constitutional%20monarchy):

| constitutional monarchy: a system of government in which a country is ruled by a king and queen whose power is limited by a constitution. |
| --- |

Explain that this was the form of government utilized by the British in Colonial America and is still the form of government in place today, although it has evolved. Present students with an excerpt from [*Parliament and the Crown*](https://www.parliament.uk/about/how/role/relations-with-other-institutions/parliament-crown/):

| **Parliament**  The highest legislative authority in the United Kingdom. Made up of the House of Commons, House of Lords and the [King or] Queen (who is the UK's current hereditary monarch). |
| --- |

Explain that members of the House of Commons were elected and that during the time period of the American colonies, members of the House of Lords were chosen hereditarily, like the King or Queen. Additionally, while one House was elected, very few citizens had the right to vote. Read the following excerpt from [*Getting the Vote*](https://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/getting_vote.htm) with students, asking them to pay close attention to the members of the general population of Great Britain that were able to vote for their representation in Parliament:

| In early-19th-century Britain very few people had the right to vote. A survey conducted in 1780 revealed that the electorate in England and Wales consisted of just 214,000 people - less than 3% of the total population of approximately 8 million. In Scotland the electorate was even smaller: in 1831 a mere 4,500 men, out of a population of more than 2.6 million people, were entitled to vote in parliamentary elections. Large industrial cities like Leeds, Birmingham and Manchester did not have a single [Member of Parliament] between them… |
| --- |

Facilitate a class discussion around the questions that follow to check for understanding of the sources above. Visit [Leading Discussions](https://bokcenter.harvard.edu/leading-discussions) for more information on how to conduct whole group discussions.

| * Which members of the British government (Parliament) were elected? * Which members of Parliament were selected by birth family, or hereditary? * Who was able to vote in Great Britain during this time? * Based on this information, how much power was in the hands of the British who were not members of Parliament? |
| --- |

After discussing the British constitutional monarchy, have students complete the first row of the graphic organizer. An example student response is shown below:

| Form of government | Description | Who could participate? | How much power is in the hands of the people? |
| --- | --- | --- | --- |
| Constitutional monarchy | *British government, made up of a Parliament that made decisions* | *The King or Queen, members of the House of Lords (chosen hereditarily), and members of the House of Commons (elected)* | *Very little power was in the hands of the British people during this time, since only one House of the Parliament was elected, and very few people had the right to vote on their representatives.* |
| House of Burgesses |  |  |  |
| Mayflower Compact |  |  |  |
| Colonial town meetings |  |  |  |

Explain that many of the American colonists had different views of how government should be structured than what they experienced while in England. Many believed that the people should have the power to govern themselves, or self-govern. While the British Parliament had the ultimate authority over its American colonies, it was difficult for the British to rule over smaller daily decisions in the colonies as a result of distance and the time it took to communicate. Therefore, colonists began to develop their own strategies for governing, which took the form of self-government.

Introduce the first colonial self-governing body, the House of Burgesses in Virginia, by showing the short [House of Burgesses](https://www.youtube.com/watch?v=R3yC1Y-7utA) video. Ask students to pay attention to how this governing body functioned, and who was eligible to participate. Then, pose the following questions for students, allowing them to [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to a partner to discuss their responses, and then debrief as a class:

| * What was the purpose of the House of Burgesses? * How were members of the House of Burgesses chosen? * Who was eligible to serve in the House of Burgesses? * Based on this information, how much power was in the hands of the people of Virginia? |
| --- |

Then, ask students to fill out the graphic organizer with the corresponding row on the House of Burgesses. A sample student response is provided below:

| Form of government | Description | Who could participate? | How much power is in the hands of the people? |
| --- | --- | --- | --- |
| Constitutional monarchy | *British government, made up of a Parliament that made decisions* | *The King or Queen, members of the House of Lords (chosen hereditarily), and members of the House of Commons (elected)* | *Very little power was in the hands of the British people during this time, since only one House of the Parliament was elected, and very few people had the right to vote on their representatives.* |
| House of Burgesses | *A self-governing body in early Virginia* | *Only males who owned property could be appointed.* | *This put some power in the hands of the people in Virginia who were eligible to vote, but Great Britain still had the ultimate authority and ended the House of Burgesses.* |
| Mayflower Compact |  |  |  |
| Colonial town meetings |  |  |  |

Next, explain that another early form of self-government began with the Pilgrims. Ask students to recall what they learned about the Pilgrims and their voyage in Investigation 1. Explain that they will now investigate the government the Pilgrims established when forming the Plymouth Colony. Show the video clip, [Mayflower Compact: Roots of Our Democracy](https://www.youtube.com/watch?v=ku2BTsgvrhM), and ask students to pay attention to how the people of Plymouth Colony would govern according to the Mayflower Compact and who was eligible to participate in the Compact. Then, pose the following questions for students, allowing them to [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to a partner to discuss their responses, and then debrief as a class:

| * What was the purpose of the Mayflower Compact? * Who was allowed to sign the Mayflower Compact? * Based on this information, how much power was in the hands of the people of the Plymouth Colony as a whole? |
| --- |

Then, ask students to fill out the graphic organizer with the corresponding row on the Mayflower Compact. A sample student response is provided below:

| Form of government | Description | Who could participate? | How much power is in the hands of the people? |
| --- | --- | --- | --- |
| Constitutional monarchy | *British government, made up of a Parliament that made decisions* | *The King or Queen, members of the House of Lords (chosen hereditarily), and members of the House of Commons (elected)* | *Very little power was in the hands of the British people during this time, since only one House of the Parliament was elected, and very few people had the right to vote on their representatives.* |
| House of Burgesses | *A self-governing body in early Virginia* | *Only males who owned property could be appointed.* | *This put some power in the hands of the people in Virginia who were eligible to vote, but Great Britain still had the ultimate authority and ended the House of Burgesses.* |
| Mayflower Compact | *An agreement to self-govern the new settlement of Plymouth* | *41 men signed the document* | *While they were still considered a colony of England and under their rule, they were able to unite and make decisions for their community.* |
| Colonial town meetings |  |  |  |

Following the House of Burgesses and the Mayflower Compact, Town Meetings became very common throughout the New England colonies. Display and read the following excerpt from [The First Town Meeting Still Going in Six States](https://www.newenglandhistoricalsociety.com/oldest-town-meeting-6-states/), which describes Town Meetings that took place in Connecticut beginning in the early Colonial period. Ask students to annotate as they read along and provide support for challenging vocabulary.

| WINDSOR, CONN.First Church of Windsor Image  **First Church of Windsor**  Puritans settled Windsor, the oldest English town in Connecticut, in 1633. In the early days, [every man deemed a ‘freeman’](https://books.google.com/books?id=Qg0WAAAAYAAJ&dq=town+meeting+held+first+church+windsor+conn.&source=gbs_navlinks_s) had a duty to attend Town Meeting. The town fined men for failing to attend without excuse.  The town convened meetings as often as needed. Sometimes they published orders and laws from the General Court, sometimes after Lecture Day or on [Training Day](https://www.newenglandhistoricalsociety.com/joshua-hempstead-goes-training-day-april-22-1730/) when all the men would attend.  Windsor originally held Town Meeting in a thatched hut surrounded by a stockade. Eventually it moved to the [First Church of Windsor](https://en.wikipedia.org/wiki/First_Church_of_Windsor).  To be an inhabitant, you had to have a good character, a blameless life and honest conversation. Women weren’t allowed to be inhabitants, nor were vicious and abandoned persons, idlers, vagabonds and paupers. |
| --- |

After reading together as a class, pose the following questions for students, allowing them to [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to a partner to discuss their responses, and then debrief as a class:

| * What was the purpose of Town Meetings? * Who was eligible to attend? * Based on this information, how much power was in the hands of the people of the town of Windsor, Connecticut? |
| --- |

Then, ask students to fill out the graphic organizer with the corresponding row on the Mayflower Compact. A sample student response is provided below:

| Form of government | Description | Who could participate? | How much power is in the hands of the people? |
| --- | --- | --- | --- |
| Constitutional monarchy | *British government, made up of a Parliament that made decisions* | *The King or Queen, members of the House of Lords (chosen hereditarily), and members of the House of Commons (elected)* | *Very little power was in the hands of the British people during this time, since only one House of the Parliament was elected, and very few people had the right to vote on their representatives.* |
| House of Burgesses | *A self-governing body in early Virginia* | *Only males who owned property could be appointed.* | *This put some power in the hands of the people in Virginia who were eligible to vote, but Great Britain still had the ultimate authority and ended the House of Burgesses.* |
| Mayflower Compact | *An agreement to self-govern the new settlement of Plymouth* | *41 men signed the document.* | *While they were still considered a colony of England and under their rule, they were able to unite and make decisions for their community.* |
| Colonial town meetings | *A gathering of people in the town where they made rules and laws for their community* | *Only men who were free and were not poor.* | *The town meetings gave eligible men some power over their community since they could decide on rules and laws, but many who were not allowed to participate did not have a voice.* |

Now that students have explored the characteristics of the British monarchy as well as three different examples of colonial self-government, ask students to compare and contrast these governments by responding to the following prompt:

| Complete a [Think, Write, Pair, Share](https://www.nasa.gov/sites/default/files/files/4-TWPS_Template.pdf) to compare and contrast the British monarchy to early colonial forms of self-government. Some points to consider are:   * Who makes the rules/laws? * How are the people in power chosen? * Who is eligible to participate in the government? * Who is left out? |
| --- |

Remind students that they learned in Investigation 1 that some people, such as the Pilgrims, moved from England to the American Colonies as a form of resistance. Explain that starting their own forms of self-government was another strategy for resisting British rule. Read aloud the following excerpt together from *The Colonial Experience*, clarifying any challenging vocabulary for students*:*

| So the colonial experience was one of absorbing British models of government, the economy, and religion. Over the course of about 150 years, American colonists practiced these rudimentary forms of self-government that eventually led to their decision to revolt against British rule. The democratic experiment of American self-rule was therefore not a sudden change brought about by the Declaration of Independence. By 1776, Americans had plenty of practice. |
| --- |

Ask students to reflect on this excerpt, and their learning in Investigation 2, by posing the following question for discussion:

| How was the colonists’ development of self-government a form of resistance? Cite evidence from the sources provided. |
| --- |

Prior to moving on, provide time for students to complete their Evidence Log for the five sources they have examined during this investigation, as this information will help them in the task aligned to the supporting question that will follow.

Now that students have investigated the actions American Colonists took to resist the actions of the British Parliament, have students use the evidence they have collected to complete the task aligned to the supporting question, below.

# **Task Aligned to the Supporting Question:**

| ***KAS for Social Studies* alignment:**   * 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement. * 4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America. * 4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies. * 4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions. * 4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions. |
| --- |

In the task aligned to the supporting question, students are required to synthesize information learned through engaging with the disciplinary strand standards to answer a supporting question.

| **Supporting Question:**  Develop a claim, with evidence from two or more sources, to answer the following question:  **“How did early American Colonists resist?”**  In your response, use your knowledge of:   * Examples of the distinctive cultural characteristics of the people that immigrated to the American Colonies from Britain; and, * The constitutional monarchy of Britain and how it compares with the self-governing system developed in Colonial America. |
| --- |

To prepare students for this task, ask them to gather the evidence they have collected during this investigation. Students may revisit any sources utilized as well as their graphic organizer comparing types of government, Write, Pair, Share writing that compares British monarchy to other early forms of colonial self-government and their [“Why do people resist oppression even at great personal risk?” Evidence Log](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_4_Evidence_Log.docx). Provide time for students to individually consider the supporting question, “How did early American Colonists resist?” as they collect and revisit the evidence collected in this investigation.

Next, place students in groups of four. For guidance on how to organize students into small groups, teachers may reference [Using Roles in Group Work](https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/) or [Setting up and managing small group work](https://library.teachingworks.org/curriculum-resources/materials/social-studies-setting-up-and-managing-small-group-work/). Assign each student one of the following roles:

**Discussion leader**: Facilitates group discussion, encourages everyone to participate, keeps the discussion on task.

**Recorder**: Takes notes of ideas shared during group discussion and completes the group’s graphic organizer.

**Reporter**: This person will be responsible for sharing out the responses selected by the group as the strongest during class discussion.

**Timekeeper**: This person will keep track of time and ensure that the group stays on track to finish their task.

Present students with the following graphic organizer to organize and support their responses during the group discussion that follows:

| “How did early American Colonists resist?” responses | Is this a valid response supported by evidence? (Yes or no) | Evidence to support this response | Rank responses by strength |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

First, ask students to answer the supporting question using the following steps. Remind students that everyone should be participating in the discussion and that each student will be responsible for individually submitting a response at the conclusion of this task.

| In small groups, use the evidence you have collected during this investigation to answer the supporting question, “How did early American Colonists resist?” To complete this task, follow the steps below:   1. Begin a group discussion of possible answers to the supporting question. Ensure that the Discussion Leader is facilitating the discussion, the Timekeeper is keeping the discussion on track and the Recorder is writing down all shared ideas in the first column of the graphic organizer. 2. After all ideas shared while brainstorming have been recorded, determine if each response is valid by asking the following questions:  * Is this true? * Can it be supported by evidence? * Is this a strong answer?   If the response is determined to be valid, write “yes” in column two of the graphic organizer. If the response is determined to be invalid, write “no” in column two.   1. For each response that the group identified as being valid, provide evidence from the sources that supports the response. 2. After recording several responses with evidence on the graphic organizer, work together to rank each response by strength. Ensure that the Reporter is prepared to share the top responses with the class. |
| --- |

Once groups have finished these steps, bring everyone back together for a class discussion. Ask each group to share one or two of their strongest answers for how early American Colonists resisted. As students share their evidence, have them cite the evidence that supports their response. Record their responses on the board or in a digital document so they are visible to students.

Allow students to use the ideas generated by the class to support them when preparing their own responses. Review the prompt with students and ask them to draft their responses. Upon completion, give students the opportunity to provide feedback for their peers. Provide the following questions for peers to ask one another as they review each other’s work:

|  |
| --- |
| * Did you use examples of distinctive cultural characteristics of the people that immigrated to the American Colonies from Britain to develop a claim? * Did you use your knowledge of constitutional monarchy of Britain and how it compares with the self-governing system developed in Colonial America to develop a claim? * Did you integrate evidence from two or more sources in your response? * Did you develop a claim with evidence to answer the supporting question, “How did early American Colonists resist?” |

For more information on feedback in the social studies classroom, visit [KDE’s Evidence-Based Instructional Practices 6: Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_6_Social_Studies.pdf). For further guidance on how to support student construction of claims, visit KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.* This resource was developed to help Kentucky educators provide students with opportunities to develop into confident, independent and proficient writers who are transition ready.

Once students have completed their investigation of the ways in which American Colonists resisted, inform students that they will apply what they learned about resistance to their next exploration. In the exploration that follows, students will examine the actions enslaved Africans took to resist during the Colonial period.

# **Exploration Two: Enslaved Africans**

**Overview:**

Students will continue investigating the compelling question, “Why do people resist oppression even at great personal risk?” by examining the impact of forced migration on enslaved Africans in early Colonial America. Students will explore a variety of sources about enslaved Africans and the actions they took to resist.

***Kentucky Academic Standards (KAS) for Social Studies* alignment:**

* 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.
* 4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.
* 4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.
* 4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions.
* 4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.

| **4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.**  **Supporting Question:** “How did enslaved Africans resist?” |
| --- |

Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In grade 4, students are expected to develop supporting questions. Strategies such as [See, Think, Wonder](https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_2.pdf) may be used to support students in this work. For more information on generating supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the *KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

Introduce the supporting question, “How did enslaved African resist?” to students. Refer to Exploration One for guidance on explaining the meaning of resistance to students.

Before learning about how enslaved Africans resisted, students should understand how the institution of slavery began in the colonies with forced migration, and how racist ideas and economic benefits ensured its continuation. Prepare students that there are many different ways that enslaved Africans resisted, and some of these ways will be demonstrated throughout the resources they investigate.

The following resource may be utilized to help introduce enslaved African resistance:

* Winter, J. (2008). *Follow the Drinking Gourd*. New York: Knopf.

Prior to reading aloud [*Follow the Drinking Gourd*](https://www.youtube.com/watch?v=lcAFq_yl6kg)as a class, explain to students that they are going to explore resistance through a literary source. Therefore, while the story may be similar to actual events that happened in history, the events and characters are not necessarily true to history. As you read aloud, questions for class discussion may include:

| * How was resistance demonstrated in this story by enslaved people? *Students may respond that the enslaved people resisted by running away.* * What dangers did they face along the way that made the resistance a great personal risk to them? *Students may respond that they were being chased by the master’s hounds, they had to find food, they had to avoid encountering “slave catchers” and other people who would alert their master and send them back.* * In this story, how did people help the enslaved individuals resist? *Students may respond that Peg Leg Joe taught the enslaved people a song with directions to escape and helped them cross the river, someone saw them hiding and secretly brought them food instead of reporting them, and people in safehouses helped them hide as they traveled north to Canada.* * How does this story demonstrate conflicting ideas about forced migration? *Students may respond that enslaved people and some non-enslaved people were against slavery and willing to take risks to help with resistance, while others, including slaveholders and slavecatchers, were in favor of slavery and took action to ensure that people remained enslaved.* |
| --- |

Students may have questions about whether Peg Leg Joe and the song, “Follow the Drinking Gourd”, were real. They are based on stories passed down over generations, and have not been proved to be factual accounts. To support further exploration of this topic, the following resources provide additional information: [The True Story of the Drinking Gourd](https://casanders.net/music-history/the-true-story-of-follow-the-drinking-gourd/) and [Follow the Drinking Gourd: A Cultural History](https://www.followthedrinkinggourd.org/index.htm).

Additionally, [Myths of the Underground Railroad](http://teacher.scholastic.com/activities/bhistory/underground_railroad/myths.htm) provides information on myths and truths of the Underground Railroad, which may be useful for helping students put these events in context.

It is important to note that while this literary text provides some historical context and engages students, it is not an actual source. Students must investigate, evaluate and synthesize evidence from primary and secondary sources to develop and support a claim in order to answer compelling and supporting questions effectively.

# **Investigation: Part 1**

| 4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies. |
| --- |

In order to investigate the impact of forced migration, the following sources may be utilized:

* National Humanities Center Resource Toolbox. (2009). *The Making of African American Identity” Vol I, 1500-1865.* <http://nationalhumanitiescenter.org/pds/maai/enslavement/text8/virginiarunawayads.pdf>.
* PBS Learning Media. (2013). *Hutchinson’s Rebellion.*<https://ket.pbslearningmedia.org/resource/mr13.socst.us.hutchinson/hutchinsons-rebellion/>.
* Smithsonian. (2016). *The New York Slave Revolt of 1712 was a Bloody Prelude to Decades of Hardship.* <https://www.smithsonianmag.com/smart-news/new-york-slave-revolt-1712-was-bloody-prelude-decades-hardship-180958665/>.

Explain to students that they are going to investigate how enslaved Africans resisted. The first source, [*The New York Slave Revolt of 1712 was a Bloody Prelude to Decades of Hardships*](https://www.smithsonianmag.com/smart-news/new-york-slave-revolt-1712-was-bloody-prelude-decades-hardship-180958665/), is written above a grade 4 level, so it would be most appropriate to be read aloud to the class. As you read, provide support for challenging vocabulary. Consider [Chunking](https://www.facinghistory.org/resource-library/teaching-strategies/chunking) the text by pausing after each paragraph to summarize the paragraph. As students learn about the New York Slave Revolt of 1712, pose both funneling questions, which have a “known end point” for students to reach, and focusing questions, which help deepen students’ understanding (Hattie, Stern, Fisher and Fry, 2020).

Funneling questions help with the acquisition of foundational knowledge presented in the text. Examples of funneling questions to ask students as you read together, along with possible responses, are provided below:

| * How did forced migration impact diverse groups of people in New York in the early 1700s? *Students may answer that enslaved people on southern plantations were isolated, but in New York, enslaved people had frequent interaction with free people and other enslaved people. Working alongside free people made enslaved people resentful.* * Describe the events of the New York Slave Revolt of 1712. *Students may respond that the 23 armed enslaved people gathered in town and tried to inspire other enslaved individuals to join them in a revolt. They set fire to a master’s shed and fired at others who approached. They eventually fled north and most were captured.* |
| --- |

After reading the text together and asking funneling questions to check for understanding, facilitate a class discussion to ask focusing questions that build on the funneling questions. Focusing questions will promote deeper thinking, as they require students to make inferences from the text and synthesize information. Some examples of focusing questions to pose, along with possible student responses, are below:

| * What personal risk was involved in this revolt? *Students may discuss how the enslaved people knew they were likely to be killed, either during the revolt or later after being tried.* * What does the great amount of risk involved in the revolt show about how forced migration and enslavement impacted these individuals? *Students may respond that it shows how much they hated being enslaved and were willing to risk their lives to attempt to be free.* |
| --- |

To prepare students for the following source, explain that the next event they will investigate took place in South Carolina. Show students a modern map of the United States so they can gain a perspective of where South Carolina is in relation to Kentucky. Then, show a historic map, such as this [1755 map of Colonial America by John Mitchell](https://www.loc.gov/resource/g3300.np000009/?r=-0.363,-0.004,1.653,0.783,0), to provide a historical perspective of the political boundaries around the time of Hutchinson’s Rebellion in 1739. Using both maps, show the distance an individual would need to travel from South Carolina to Canada to escape the institution of slavery. This was nearly impossible for enslaved people living in the deep south, so their most viable option was to travel south to Florida, where many were able to hide in rural communities or among the American Indians living there. Show students the difference in distance from South Carolina to Florida compared to the distance from South Carolina to Canada. Students will notice that the enslaved people who participated in Hutchinson’s Rebellion moved south instead of north because of the longer distance to travel to Canada. To gain a perspective of the local area where the rebellion took place, show students the [1711 map of Charleston, South Carolina](https://www.loc.gov/resource/g3870.ct001123/?r=0.473,0.225,0.362,0.171,0). Then, ask students to watch the video clip on [Hutchinson’s Rebellion](https://ket.pbslearningmedia.org/resource/mr13.socst.us.hutchinson/hutchinsons-rebellion/) and to pay attention to the events and effects of this rebellion. After watching the video, facilitate a class discussion around the following questions:

| * Describe the events of Hutchinson’s Rebellion of 1739. *Students may respond that a group of enslaved people, whose leaders were from Congo, began a rebellion in South Carolina that moved south toward Florida. They gathered materials from nearby shops and recruited more enslaved people to join them, marching and beating drums. They were eventually caught and most were executed.* * What were the effects of the Rebellion? *Students may respond that South Carolina banned drumming and literacy and strengthened punishments for enslaved people who ran away.* * Based on the personal risk involved, what impact did forced migration and enslavement have on the enslaved people of South Carolina? *Students may respond that since they took such a large risk by knowing they were likely to be killed, enslavement must have been unbearable and not a life they were willing to live.* |
| --- |

After discussing the video, provide students time to record information in their [Evidence Log](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_4_Evidence_Log.docx). Students will now view examples of [runaway slave advertisements](http://nationalhumanitiescenter.org/pds/maai/enslavement/text8/virginiarunawayads.pdf) printed in Virginia newspapers from 1745-1777. Explain that this is primary source material, as these contain the actual language published in the newspapers. Place students in small groups and distribute two to three different advertisements to each group. For guidance on how to organize students into small groups, teachers may reference [Using Roles in Group Work](https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/) or [Setting up and managing small group work](https://library.teachingworks.org/curriculum-resources/materials/social-studies-setting-up-and-managing-small-group-work/). Ask students to analyze the language of the advertisements and to respond to the following questions, citing evidence from the sources:

| * What are some ways the enslaved runaways are described in these advertisements? *Students may respond that they are giving specific qualities that help identify them to others. Some are described as speaking no English or being able to read and write, having scars, having been whipped many times, good looking, dimples, hair length, height, build, facial hair, etc.* * What does the way the runaways are described say about how their slaveholders may have viewed their enslaved people? *Students may respond that they are described as property that they are entitled to, not as humans who have feelings and value.* * How do you think forced migration impacted the enslaved people who ran away, and how did it impact the slaveholders? *Students may respond that the enslaved people were not content with being the property of someone else, so they were willing to risk their lives by running away, knowing their slaveholders and “slave catchers” would be looking for them. They may also respond that the slaveholders felt entitled to owing people and were willing to spend money to offer rewards for others to capture and return them.* |
| --- |

After students have had time to respond to these questions in small groups, facilitate a class discussion around the questions above, asking members of small groups to share their responses. Then, ask students to synthesize the information from the sources they have investigated so far to complete the following:

| Work in pairs or small groups to answer the following question:    “How did forced migration impact enslaved Africans and their interactions with European settlers?”    Write your explanation together, including at least three pieces of evidence from the sources. |
| --- |

Prior to moving on, allow students time to summarize the runaway slave advertisements in their Evidence Log. Explain to students that understanding the impact of forced migration on diverse groups is foundational for students to answer the supporting question, “How did enslaved Africans resist?”

# **Investigation: Part 2**

| 4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another. |
| --- |

In order to investigate how conflict and collaboration impacted enslavement and enabled resistance, the following source may be utilized:

· George Washington’s Mount Vernon. (n.d.). *Resistance and Punishment.*[https://www.mountvernon.org/george-washington/slavery/resistance-and-punishment](https://www.mountvernon.org/george-washington/slavery/resistance-and-punishment/).

Ask students to recall the meaning of conflict and collaboration. For your reference, the [KAS for Social Studies Glossary of Terms](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/KAS_for_Social_Studies_Glossary_of_Terms.pdf) defines conflict as “the opposition of persons or forces which leads to disagreement”, and collaboration as “to work jointly together or to cooperate with others”.  Ask students to recall the sources they have investigated so far by reviewing their Evidence Log, and have them [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to a partner or small group about examples of conflict and collaboration that happened throughout the enslaved peoples’ resistance that they have learned about so far. Circulate and listen to ensure that students understand some examples of how conflict and collaboration took place.

Remind students that resistance took many different forms. Ask them to recall the types of resistance they have learned about so far. They may respond that most of the resistance has been running away, violent revolts and rebellions. Ask students to recall the great personal risk involved with these types of resistances.

Explain to students that some enslaved people were not able to run away or revolt for a variety of reasons. Some may have not had access to weapons, they may not have known where to run to seek freedom, and they may have had families that they were not willing to leave behind, among many other reasons. However, there were other ways to demonstrate resistance to enslavement.

Introduce the source [Resistance and Punishment](https://www.mountvernon.org/george-washington/slavery/resistance-and-punishment/) by explaining to students that this resource includes primary source information found in letters to and from George Washington, who was a slaveholder from 1743 until his death in 1799. *(Note: this* [*Timeline of George Washington and Slavery*](https://www.mountvernon.org/george-washington/slavery/timeline-of-george-washington-and-slavery/) *provides additional information*). These letters describe different ways enslaved people at his estate at Mount Vernon resisted. Explain to students that they will read this article in two halves, [Marking the Text](https://www.alvordschools.org/site/handlers/filedownload.ashx?moduleinstanceid=15788&dataid=25357&FileName=marking_the_text.pdf) as they read, and complete a series of [Think, Pair Share](http://www.pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf) activities to think about and discuss this article. First, ask students to do the following:

| Read the first half of the source about resistance (stop before you reach the heading “Forms of Punishment”), marking the text as you read. Then, discuss the following question with a partner in a [Think, Pair Share](http://www.pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf):  “What were some ways resistance was demonstrated by enslaved people at his estate in Mount Vernon?” |
| --- |

After students have shared with a partner, discuss their responses as a class. Student responses may include the following:

* Feigning illness
* Working slowly
* Theft
* Breaking tools and supplies
* Running away
* Attempting to poison slaveholders

Next, ask students to do the following:

| Read the second half of the source, “Forms of Punishment”, marking the text as you read. Then, discuss the following question with a partner in a [Think, Pair Share](http://www.pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf):  “How were acts of resistance punished at Mount Vernon?” |
| --- |

After students have shared with a partner, discuss their responses as a class. Student responses may include the following:

* Whipping
* Demotion to an even less desirable job
* Sale

Explain to students that while there may have been less personal risk involved with resisting by feigning illness, working slowly, breaking supplies, etc., there was still a great risk involved.

Next, ask students to do the following:

| Conduct a final [Think, Pair Share](http://www.pz.harvard.edu/sites/default/files/Think%20Pair%20Share_1.pdf) with your partner to discuss the following question, citing evidence from the sources:  “Why would enslaved people be willing to put themselves at risk in order to demonstrate their resistance to enslavement?” |
| --- |

After pairs have had time to think and discuss together, ask pairs to share their responses during a class discussion. Next, have students complete the graphic organizer below to explain how conflict and collaboration created and enabled resistance. Ask students to use information from their Evidence Log to complete the graphic organizer below:

| Source | How did conflict among various groups create resistance? | How did collaboration among various groups enable resistance? |
| --- | --- | --- |
| Slave Revolt of 1712 (Smithsonian article) |  |  |
| Hutchinson’s Rebellion (PBS video) (1739) |  |  |
| Advertisement for Runaway Slaves |  |  |
| Resistance and Punishment (George Washington) |  |  |

Provide assistance, scaffolding and prompting for students as they work. Remind students to use the information presented in the source as evidence and allow them to make inferences based on this information. Below is an example of how students may complete the chart:

| Source | How did conflict among various groups create resistance? | How did collaboration among various groups enable resistance? |
| --- | --- | --- |
| Slave Revolt of 1712 (Smithsonian article) | *This source states that the enslaved people in New York were resentful of the free people they worked alongside and the fact that they were in bondage.* | *This source states that the enslaved people were able to communicate with one another in town and formulated a plan to revolt.* |
| Hutchinson’s Rebellion (PBS video) (1739) | *This source states that enslaved people in South Carolina demonstrated conflict about their enslavement by their willingness to rebel violently.* | *This source shows that the people involved in the rebellion worked together to carry out the rebellion and recruit others along the way. The larger the group, the more difficult it is to stop them.* |
| Advertisement for Runaway Slaves | *This source demonstrates that enslaved people who ran away must have had conflict with their slaveholders and their enslavement in order to run away. It is obvious from the advertisements that the slaveholders were angry at their escape.* | *Some of the advertisements in this source show that two or three enslaved people ran away together, which shows their collaboration in their efforts to escape.* |
| Resistance and Punishment (George Washington) | *This source shows that enslaved people had conflict with their slaveholders, because they attempted to avoid their work and sometimes stole from slaveholders and damaged property.* | *The source states that “most fugitives could not read or write and had few resources or connections to help them escape from Virginia. Without help, they risked dying from starvation or exposure as they traveled great distances on foot.” Therefore, collaboration with others helped their chances of escaping successfully.* |

Now that students understand the impact of forced migration on various groups, how conflict and collaboration created and enabled resistance, and various forms in which resistance took, students are ready to complete the task aligned to the supporting question.

# **Task Aligned to the Supporting Question:**

| *KAS for Social Studies* alignment:   * 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement. * 4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies. * 4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another. * 4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions. * 4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions. |
| --- |

In the task aligned to the supporting question, students are required to synthesize information learned through engaging with the disciplinary strand standards to answer a supporting question. To prepare students for responding to the task below, allow them to access the sources they have previously investigated, their writing task from Investigation 1, their graphic organizer from Investigation 2 and their [“Why do people resist oppression even at great personal risk?” Evidence Log](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_4_Evidence_Log.docx). These resources will help students recall and collect evidence to use in their responses to support their claims.

| **Task Aligned to the Supporting Question:**  Using examples of conflict and collaboration and your knowledge of migration and settlement, develop a claim with evidence to answer the following question: “How did enslaved Africans resist?” Integrate evidence from two or more sources in your response. |
| --- |

Have students underline or highlight important words and phrases in the task to help emphasize what is expected of their response. Next, review the standards that align to this task with students. Remind them that they are being asked to demonstrate mastery of these standards and should focus on these as they begin thinking about their responses. Discuss the success criteria for this assignment:

* I can use examples of conflict and collaboration to develop a claim.
* I can use my knowledge of migration and settlement to develop a claim.
* I can develop a claim with evidence to answer the supporting question, “How did enslaved Africans resist?”
* I can integrate evidence from two or more sources in my response.

After reviewing the success criteria, ask students to reread the prompt, highlighting or annotating important words and phrases. Explain that the prompt is asking students to provide more than a list of the ways enslaved Africans resisted; they must fully explain these actions and provide evidence from at least two sources. Conduct a prewriting activity to help students with planning. You may provide a graphic organizer, such as the one below, for students to use:

| **How did enslaved Africans resist?** | |
| --- | --- |
| **Claim:** | |
| Support #1: | Support #2: |
| Evidence for Support #1: | Evidence for Support #2: |

Remind students to utilize the sources they investigated previously, as well as any writing they have completed, including their graphic organizers from Investigation 2 and Evidence Logs to help them prepare for their task. As students complete their pre-writing, provide support as needed and ensure students are remembering to integrate evidence from two or more sources. When the pre-writing is complete, ask students to draft their responses to the Task Aligned to the Supporting Question.

After students have drafted their responses, give students the opportunity to provide feedback for their peers. Provide the following questions for peers to ask one another as they review each other’s work:

| * Did you use examples of conflict and collaboration to develop a claim? * Did you use your knowledge of migration and settlement to develop a claim? * Did you integrate evidence from two or more sources in your response? * Did you develop a claim with evidence to answer the supporting question, “How did enslaved Africans resist?” |
| --- |

For more information on feedback in the social studies classroom, visit [KDE’s Evidence-Based Instructional Practices 6: Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_6_Social_Studies.pdf). For further guidance on how to support student construction of claims, visit KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.* This resource was developed to help Kentucky educators provide students with opportunities to develop into confident, independent and proficient writers who are transition ready.

# **Exploration Three: American Indians**

**Overview:**

Students will continue to investigate the compelling question, “Why do people resist oppression even at great personal risk?” by examining the impact of migration on American Indians in early Colonial America. Students will explore a variety of sources about American Indians and the actions they took to resist this oppression, even at great personal risk.

***Kentucky Academic Standards (KAS) for Social Studies* standards alignment:**

* 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.
* 4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.
* 4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.
* 4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.

| **4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.**  **Supporting Question:** “How did American Indians resist?” |
| --- |

Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In Grade 4, students are expected to develop their own supporting questions. Strategies, such as [Think, Puzzle, Explore](https://pz.harvard.edu/sites/default/files/Think%20Puzzle%20Explore_1.pdf), may be used to support students in this work. For more information on developing supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

Introduce the supporting question, “How did American Indians resist?” to students. Refer to Exploration One for guidance on explaining the meaning of resistance to students.

The following resource may be utilized to help introduce the concept of resistance:

* Ortiz, S. J., & Graves, S. (2017). *The people shall continue*. New York: Children’s Book Press, an imprint of Lee & Low Books.

The [People Shall Continue](https://www.youtube.com/watch?v=ych0z_QlTuE) can be used to introduce the content and engage students in the material prior to beginning the investigations that follow. It is important to note that while this literary text provides some context and engages students, it is not an actual source. Students must investigate, evaluate and synthesize evidence from primary and secondary sources to develop and support a claim in order to answer compelling and supporting questions effectively. This picture book takes the form of a traditional oral narrative. It takes the reader through the story of American Indians and illustrates the changes they experience as the European explorers, and later European settlers and colonists, arrive. The differences between these two groups of people, the enslavement of American Indians and the broken promises made to them by the European Americans led to continued conflict. This book demonstrates the American Indians’ desire to persist and continue their customs. While this text goes beyond the time period of Colonial America, it helps provide context for the struggles the American Indians have faced and how they have resisted.

Some discussion questions to ask students during and after reading may include:

| * What was life like for American Indians prior to the arrival of the Europeans? *Students may respond that while life was not easy (American Indian tribes did not always get along and faced many hardships), they cooperated to trade and ensure each tribe’s needs were met.* * What significant change happened that impacted their lives? *Students may respond that explorers and settlers arrived from Europe.* * How did this change cause conflict between American Indians and European explorers and settlers? *Students may respond that the Europeans wanted to take the land, create a new government and enslave the American Indians.* * How did American Indians resist? *Students may respond that they decided to fight in order to defend themselves and their land.* * What happened when American Indians and European settlers attempted to reach an agreement? *Students may respond that American Indians were forced to live on reservations, giving up much of their land and way of life.* * Why is it important for American Indians to continue their traditions and honor their beliefs today? *Students may respond that it is important to remember and honor the heritage and culture of the American Indians. This will ensure their story is heard and shared.* |
| --- |

Now that students have reviewed the context for the investigations that follow, students will move to the next investigation about the interactions between American Indians and European settlers.

# **Investigation: Part 1**

| **4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.** |
| --- |

* National Geographic. (2020). *The New England Colonies and the Native Americans.* <https://www.nationalgeographic.org/article/new-england-colonies-and-native-americans/4th-grade/>.
* Smithsonian National Museum of the American Indian. (n.d.). *What Does a Beaver Felt Hat Have to Do with Manhattan?* [video]. Native Knowledge 360. <https://americanindian.si.edu/nk360/resources/Beaver-Felt-Hat-Manhattan-Video>.

Begin by activating students’ prior knowledge about American Indians and how they compare and contrast with European settlers. Some questions to pose may include:

| * How was life different for many American Indian groups before and after contact with Europeans? * What are some characteristics and values of both groups that were alike and different? |
| --- |

Review the disciplinary strand standard on which students will be working during this investigation:

* 4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies**.**

Ensure that students understand the meaning of cultural, economic and environmental characteristics.

To review cultural characteristics, first, post the definition of cultural characteristics from the [Glossary of Terms for the *Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/KAS_for_Social_Studies_Glossary_of_Terms.pdf) on the board.

| Cultural characteristics: specific ideas, belief systems or patterns of behavior that characterize a society or a particular social group. |
| --- |

Next, facilitate a whole group discussion to ensure that students understand this definition. For guidance on how to conduct a whole group discussion, visit [Leading Discussions](https://bokcenter.harvard.edu/leading-discussions). If students need clarification on economic and environmental characteristics, provide similar support for these terms before moving on.

Provide students with a graphic organizer, such as the one below, to record evidence as they explore cultural, economic and environmental characteristics that influenced the interactions between American Indians and European settlers as they engage with each source:

| Type of characteristic | Impact on interaction of people, goods and ideas |
| --- | --- |
| cultural |  |
| economic |  |
| environmental |  |

Review the meaning of each characteristic with students and explain that, as they investigate the sources that follow, they will record how each characteristic impacted interactions between American Indian groups and European settlers.

Explain to students that they are going to watch a video, [What Does a Beaver Pelt Have to Do with Manhattan?](https://americanindian.si.edu/nk360/resources/Beaver-Felt-Hat-Manhattan-Video), that explains interactions that occurred in the 1600s between American Indian groups in Manhattan and the Dutch explorers and settlers. Show students where both Manhattan and the Netherlands are located on a map or globe so students can have context for where these places are in relation to Kentucky. Explain that they may record information on their graphic organizer as they watch, but that they will have time afterward as well, since it is a very short video clip.

After the video, conduct a [snowball discussion](https://www.cultofpedagogy.com/speaking-listening-techniques/). Ask students to work in pairs to complete the graphic organizers together. Then, have each pair join another pair, creating groups of four. Allow groups time to share the information they collected on their graphic organizers and add any new information. Keep combining groups until the whole class is together. Discuss as a whole group, recording shared ideas on a graphic organizer displayed for the class, either digitally or on chart paper, to support students in adding ideas that are discussed.

Below is an example of what students may contribute from the video. It is important to note that the chart below shows only information that can be gathered from the provided source. The teacher may wish to provide more information from additional sources. For example, it may be useful to further investigate how views on trade differed between each group, and also how environmental factors may have contributed to the specialization of products that were traded by each group.

| Type of characteristic | Impact on interaction of people, goods and ideas |
| --- | --- |
| Cultural | *The video states that wampum (shell beads) was valuable to some American Indian groups and traded prior to European arrival. Because of its value, Dutch groups began making it themselves to trade with American Indian groups and considered it a form of money.*  *The video shows that different views on trade led to conflict between the groups.* |
| Economic | *According to the video, beaver pelts were extremely valuable in Europe, so many Europeans came to America to trade with American Indians for them.* |
| Environmental | *The video explains that goods were available in America that were not in Europe, such as beaver pelts. Also, some goods were available in Europe that were not yet available in America, such as metal products, beads and cloth. This promoted trade.* |

Provide time for students to record information from the video source in their Evidence Log prior to moving on.

Next, provide students with [The New England Colonies and the Native Americans](https://www.nationalgeographic.org/article/new-england-colonies-and-native-americans/4th-grade/) article. Note that there is a feature for the reading level of this article to be adjusted to meet students’ needs. Explain to students that this article details interactions between the Wampanoag tribe and the European settlers from the Plymouth colony. Show students where the Plymouth colony was located on a map or globe (a modern map or globe may be used for this purpose; point out the location in modern-day Massachusetts near the Cape Cod Bay). This will show students where in America this took place, where it is located in relation to Manhattan, and where it is located in relation to their location in Kentucky. Have students complete the following task by [Partner Reading](https://www.readingrockets.org/strategies/partner_reading) and highlighting evidence from the text.

| Read the article with a partner and identify the characteristics that impacted interactions between the American Indians and European settlers. As you read, highlight evidence from the article that explains interactions and designate a different color to identify these interactions as impacted by cultural, economic or environmental impact. |
| --- |

Next, have students add this information to their chart. Provide support to pairs as needed, and check students’ justification of their thinking as they identify and categorize evidence. Students may notice that some evidence may overlap and be considered aligned to more than one characteristic. Below is an example of how their graphic organizers may look after adding information from this source:

| Type of characteristic | Impact on interaction of people, goods and ideas |
| --- | --- |
| Cultural | *The video states that wampum (shell beads) was valuable to some American Indian groups and traded prior to European arrival. Because of its value, Dutch groups began making it themselves to trade with American Indian groups and considered it a form of money.*  *The video shows that different views on trade led to conflict between the groups.*  *The article explains that religious ideas spread between groups. Some Puritans moved away from Puritanism and their beliefs about American Indians shifted. Some American Indian groups adopted Christianity.* |
| Economic | *According to the video, beaver pelts were extremely valuable in Europe, so many Europeans came to America to trade with American Indians for them.*  *The article states that barter provided Plymouth settlers with items necessary for survival, such as skins and food, and in return, Wampanoag members received beads and other goods they wanted.* |
| Environmental | *The video explains that some goods were available in America that were not in Europe, such as beaver pelts. Also, some goods were available in Europe that were not yet available in America, such as metal products, beads and cloth. This promoted trade.*  *The article explains that some groups of American Indians and European settlers fought over territory.*  *According to the article, Europeans carried illness and disease from Europe that were new to the American Indians. They could not fight the disease and many died.* |

Provide time for students to add information from this article to their Evidence Log. Then, to check for understanding, ask students to respond to the following:

| How did cultural, economic and environmental characteristics affect the interactions between the American Indians and European settlers? Be sure to cite evidence from the sources. |
| --- |

Now that students have investigated the impact of these characteristics on interactions between American Indians and European settlers, explain that they will explore how conflict and collaboration impacted American Indians during the next investigation.

# **Investigation: Part 2**

| **4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.** |
| --- |

In order to investigate how conflict and collaboration impacted American Indians and enabled resistance, the following sources may be utilized:

* NBC News Learn. (2020). *King Philip’s War* [video]. [https://www.youtube.com/watch?v=Cz28sJX-JAk](https://www.youtube.com/watch?v=PEXlqjLjKoo).
* NBC News Learn (2020). *Virginians and Indians* [video]. <https://www.youtube.com/watch?v=Oyt0RyGmyvo>.
* NBC News Learn. (2020). *The Pequot War* [video]. <https://www.youtube.com/watch?v=Cz28sJX-JAk>.

To introduce this investigation, ask students to recall the meaning of conflict and collaboration. Visit Exploration Two, Investigation Part 2 for guidance if needed. Then, ask students to do the following:

| Recall the interactions between the American Indian groups and European settlers in Manhattan and New England that we explored in the previous investigation. Using this information, answer the questions below:   * How did these interactions lead to collaboration? * How did these interactions lead to conflict?   Cite evidence from the sources you explored previously in your response. |
| --- |

Facilitate a whole group discussion for students to share their responses. Allow students to access their graphic organizers if needed. For guidance on how to conduct a class discussion, visit [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/).

As students will recall, trade was a common form of collaboration between American Indians and European settlers. Ask students to examine primary sources that provide evidence of trade among American Indians and European settlers. Explain that, while we may have limited written records from the perspective of the American Indians during the time of migration and settlement to America, artifacts can serve as a primary source that can help tell their story. Students may conduct research on their own to find artifacts, or students can be provided with a selection to choose from. Some examples of items that were traded include, but are not limited to: food, wampum, firearms, domestic horses, knives, axes, steel traps, clothing, blankets and furs. Below are some artifact examples from the [Smithsonian Museum of the American Indian Collection](https://americanindian.si.edu/explore/collections):

* [Animal hide](https://americanindian.si.edu/collections-search/objects/NMAI_139355?destination=edan_searchtab%3Fpage%3D2%26edan_q%3Dhide%26edan_fq%255B0%255D%3Dp.edanmdm.indexedstructured.nmaiculture_continent%253A%2522North%2520America%2522)
* [Knife](https://americanindian.si.edu/collections-search/objects/NMAI_68191?destination=edan_searchtab%3Fpage%3D118%26edan_q%3Dtrade)
* [Parker Field and Company .58 caliber percussion trade gun](https://americanindian.si.edu/collections-search/objects/NMAI_245423?destination=edan_searchtab%3Fpage%3D6%26edan_q%3Dtrade)
* [Wampum beads made for trade or sale to Indians](https://americanindian.si.edu/collections-search/objects/NMAI_31762?destination=edan_searchtab%3Fpage%3D6%26edan_q%3Dtrade)

Explain to students that they will examine how and why trade interactions occurred. Additionally, students will explore how these interactions can serve as evidence of collaboration and how they may also lead to conflict. Ask students to do the following:

| Examine a primary source that shows an item that was traded among American Indians and European settlers.  Then, complete a [quick write](https://ablconnect.harvard.edu/quick-write) about the artifact that answers the following questions about your chosen artifact:   * What is this item? * What was it used for? * Which group produced this item? * Why was this item desired? * How did trade of this item lead to conflict? |
| --- |

An example of possible student responses is below:

| Answer the following questions about your chosen artifact:   * What is this item? *According to the National Museum of the American Indian source, this artifact is an animal hide.* * What was it used for? *The source states that it was used to make “masks, sandals, etc.”* * Which group produced this item? *The source states that it was produced by the “Mayo Indians”* * Why was this item desired? *In my research, I learned from the PBS Source “American Buffalo: Spirit of a Nation” that early European settlers were trappers who made a living selling their meat and hides. It was desired by American Indians because they used every part of the buffalo to meet their needs, including the meat, hair and bones.* * How did trade of this item lead to conflict? *The PBS source states that* *the animals became over hunted for their hides and for sport. This took a valuable resource away from the American Indians.* |
| --- |

Remind students that while there was initially some form of collaboration between many groups of American Indians and European settlers, these relationships did not remain positive, and conflict was inevitable and ongoing. Explain to students that as conflict continued, rising from European settlers taking over American Indian lands, attempting to convert them to Christianity and enslaving or killing them, the American Indians resisted. As evidenced in earlier sources, the two groups attempted to cooperate and coexist at times, but eventually, conflict arose.

Students will now view three short videos about three different conflicts between American Indian groups and European settlers that took place during the Colonial period:

* NBC News Learn (2020). *Virginians and Indians* [video]. <https://www.youtube.com/watch?v=Oyt0RyGmyvo>.
* NBC News Learn. (2020). *The Pequot War* [video]. <https://www.youtube.com/watch?v=Cz28sJX-JAk>.
* NBC News Learn. (2020). *King Philip’s War* [video]. [https://www.youtube.com/watch?v=Cz28sJX-JAk](https://www.youtube.com/watch?v=PEXlqjLjKoo).

Explain to students that, as they watch, they should be looking for the cause of each conflict and how American Indian groups resisted. They may record their information on a graphic organizer, such as the one below. Remind students to cite evidence from the video in their responses.

| Source | What caused this conflict? Cite evidence from the video to support your response. | How did American Indian groups resist? Cite evidence from the video to support your response. |
| --- | --- | --- |
| *Virginians and Indians* |  |  |
| *Pequot War* |  |  |
| *King Philip’s War* |  |  |

Below is an example of what a completed organizer may look like after viewing the sources:

| Source | What caused the conflict? Cite evidence from the video to support your response. | How did American Indian groups resist? Cite evidence from the video to support your response. |
| --- | --- | --- |
| *Virginians and Indians* | *The Jamestown settlers relied on trade with the Powhatan tribe for food. A drought made food scarce, and Powhatan struggled to feed themselves, with nothing left to trade. The settlers kept expanding and demanding more land.* | *The Powhatan resisted by fighting to defend their tribe and their lands, for a period of 20 years.* |
| *Pequot War* | *English settlers in New England expanded their colonies, expanding into American Indian land and building fences. The Pilgrims attempted to convert the American Indians to Christianity.* | *The American Indians refused to convert to Christianity and retained their cultural beliefs. The Pequot tribe attacked the settlers to defend their lands and way of life.* |
| *King Philip’s War* | *The Plymouth colony was expanding, taking over Wampanoag land and placing heavy demands on them.* | *The Wampanoag tribe collaborated with other local tribes to fight the Plymouth colony to take back their lands.* |

Conduct a [Think, Pair, Share](http://pz.harvard.edu/sites/default/files/Think%20Pair%20Share.pdf) for students to respond to the following questions, asking them to cite evidence from the sources:

| * What were the causes of many conflicts among American Indian groups and European settlers? * In what ways did European settlers want American Indians to change their way of life? * Why did American Indians resist these changes? * What were American Indians risking by resisting? |
| --- |

Then, ask students to do a [Think, Write, Pair, Share](https://www.nasa.gov/sites/default/files/files/4-TWPS_Template.pdf) to respond to the following question:

| Explain at least two examples of conflict and two examples of collaboration that resulted from interactions among American Indians and European settlers. Be sure to include evidence from two or more sources. |
| --- |

Prior to moving on, provide time for students to record information about these three video sources in their Evidence Log. This will help them as they complete the task aligned to the supporting question that follows. Explain to students that they have now explored how migration and settlement impacted American Indians and European settlers and examples of conflict and collaboration between them.Students have used this information to determine why American Indian groups resisted the European settlers, and how their resistance often took the form of refusal and fighting to defend themselves. Next, students will use this information to complete the task aligned to the supporting question.

# **Task Aligned to the Supporting Question:**

| ***KAS for Social Studies* alignment:**   * 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement. * 4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies. * 4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another. * 4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions. |
| --- |

In the task aligned to the supporting question, students are required to synthesize information learned through engaging with the disciplinary strand standards to answer a supporting question.

| **Supporting Question:**  Using your knowledge of:   * conflict and collaboration * migration and settlement * interactions of American Indian groups and European settlers   Develop a claim with evidence to answer the supporting question:  **“How did American Indians resist?”**  Be sure to describe strategies that were taken by American Indians in order to resist European settlers. |
| --- |

To prepare students for completing this task, begin by reviewing the supporting question with students. Ask students to gather evidence from this investigation to help them prepare their responses, including their quick writes, graphic organizers, Think, Write, Pair, Share writing and [“Why do people resist oppression even at great personal risk?” Evidence Log](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_4_Evidence_Log.docx). Place students in small groups and provide them with a piece of chart paper. For guidance on how to organize students into small groups, teachers may reference [Using Roles in Group Work](https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/) or [Setting up and managing small group work](https://library.teachingworks.org/curriculum-resources/materials/social-studies-setting-up-and-managing-small-group-work/). Ask them to write the supporting question, “How did American Indians resist?” at the top or in the center.

Ask students to independently consider this question and review the evidence they have collected. Then, ask students to begin writing their thoughts on the chart paper in a [graffiti board](https://www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards) activity. Students may begin writing silently, recording their own ideas and reacting or adding to the ideas of others in their group. After students have had time to write, allow them to begin verbal conversation about the supporting question. As they discuss, prompt them to review the requirements of the prompt and ensure that they are demonstrating their knowledge of conflict and collaboration, migration and settlement and interactions of American Indian groups and European settlers as they record and discuss their thoughts and ideas.

When groups are finished, conduct a [gallery walk](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk) to allow students to explore the work of other groups. After they have had time to review these, facilitate a whole group discussion to check for understanding and provide feedback. This will prepare students for completing the Task Aligned to the Supporting Question independently. Then, ask students to categorize information and ideas found on the chart papers by posing the questions below:

| * Which responses include examples of conflict and collaboration between American Indians and American Colonists? * Which responses demonstrate our knowledge of the impact of migration and settlement on American Indians? * Which responses demonstrate our knowledge of interactions between American Indians and American Colonists? |
| --- |

Remind students that each of these components must be demonstrated in their responses to the task aligned to the supporting question. Allow students to use the information from this activity, in addition to any other resources from this investigation, to help them as they draft their responses. Encourage students to consider responses that are strongly supported by evidence as they develop their own claim and complete the task aligned to the supporting question.

After students have drafted their responses, give them the opportunity to provide feedback for their peers. Provide the following questions for peers to ask one another as they review each other’s work:

| * Did you use examples of conflict and collaboration to develop a claim? * Did you use examples of the impacts of migration and settlement on American Indians to develop a claim? * Did you include evidence from sources in your response? * Did you develop a claim with evidence to answer the supporting question, “How did American Indians resist?” |
| --- |

For more information on feedback in the social studies classroom, visit [KDE’s Evidence-Based Instructional Practices 6: Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_6_Social_Studies.pdf). For more information on how to support student construction of claims, visit KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.* This resource was developed to help Kentucky educators provide students with opportunities to develop into confident, independent and proficient writers who are transition ready.

Students will continue investigating the compelling question about resistance, “Why do people resist oppression even at great personal risk?” in the next exploration that will focus on women during the Colonial period.

# **Exploration Four: Women**

**Overview:**

Students will continue to investigate the compelling question, “Why do people resist oppression even at great personal risk?” by examining the impact of migration and settlement on women in early Colonial America. Students will explore a variety of sources about women in the American Colonies and the actions they took to resist.

***Kentucky Academic Standards (KAS) for Social Studies* standards alignment:**

* 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.
* 4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.
* 4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies
* 4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions.

| **4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.**  **Supporting Question:** “How did women in the American Colonies resist?” |
| --- |

Supporting questions are aligned to the compelling question and can be answered though using the concepts and practices of each social studies discipline. In Grade 4, students are expected to develop their own supporting questions. Strategies, such as [Circle of Viewpoints](https://pz.harvard.edu/sites/default/files/Circle%20of%20Viewpoints_0.pdf), may be used to support students in this work. For more information on developing supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?” from the [Inquiry Practices of the KAS for Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

Introduce the supporting question, “How did women in the early American Colonies resist?” to students. For guidance on supporting students in understanding the meaning of “resist”, visit Exploration One.

# **Investigation: Part 1**

| **4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.** |
| --- |

In order to investigate the characteristics of women who migrated to America, the following sources may be utilized:

* Encyclopedia.com. (n.d.). *Colonial Women*. <https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/colonial-women>.
* New York Historical Society. (n.d.). *English Colonies - Women & the American Story*. <https://wams.nyhistory.org/early-encounters/english-colonies/>.
* U.S. History. (n.d.). *Revolutionary Changes and Limitations: Women*. USHistory.org. <https://www.ushistory.org/us/13e.asp>.

Explain to students that they are going to investigate how migration and settlement impacted women in the Thirteen Colonies, beginning with the earliest women to come to America. Present the excerpt below from [*Colonial Women*](https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/colonial-women), and read aloud to the class, clarifying challenging vocabulary as needed and asking students to annotate the text by underlining or highlighting information about how early Colonial women were oppressed as they read. For more information on text annotation, visit [Annotating Texts.](https://learningcenter.unc.edu/tips-and-tools/annotating-texts/)

| The first group of settlers were men who came to explore a new world considered too rugged and wild for women. This would change as soon as the men realized the need to reproduce and the need for more laborers.  The first real wave of European women arrived in 1619 as indentured servants who worked on tobacco plantations in Virginia. Indentured servants were men and women from the working classes of Europe, mainly England. The 150 women who came to Virginia were mainly young urban women. They had signed contracts to work for an employer in the colonies for a specified length of time in exchange for free ship passage to North America and a few benefits when they completed their term of service.  The cost of passage was very high, and it took most of a woman's youth to pay off. Until they had fulfilled their contracts, indentured servants were "owned" and forced to labor under the same conditions as [enslaved Africans]. By 1625, three-fourths of the original group of women had died from the hardships of the journey or the unending toil on the plantations.  Conditions improved slightly after critics in England charged that the servants were actually [enslaved people]. Laws were passed to make distinctions between white female servants, who were given mostly domestic tasks, and black female slaves, whose plight remained the same. |
| --- |

After reading as a class, ask students to do the following:

| [Turn and Talk](http://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to a partner to discuss the following question:  Two of the earliest groups of women were indentured servants and enslaved Africans. How were each of these groups oppressed? |
| --- |

Allow students time to add information from this source to their Evidence Log. Next, explain that other groups of women outside of indentured servants and enslaved Africans experienced oppression. Read the excerpts below, from [Revolutionary Changes and Limitations: Women](https://www.ushistory.org/us/13e.asp) and the [Women in the English Colonies, 1607–1715](https://wams.nyhistory.org/early-encounters/english-colonies/), which explain how Colonial women were treated in early colonial America. Clarify challenging vocabulary as needed and ask students to annotate the text by underlining or highlighting information about the oppression of early Colonial women.

**Revolutionary Changes and Limitations: Women**

| At this time, women were widely considered to be inferior to men, a status that was especially clear in the lack of legal rights for married women. The law did not recognize wives' independence in economic, political, or civic matters... |
| --- |

**Women in the English Colonies, 1607-1715**

| What is less familiar is the role women played during this early period. The traditional role of women in English society was one of subordination or second-class status. Women were expected to answer to their fathers, their husbands, and their religious and political leaders. The English common law practice of coverture made it so married women did not legally or economically exist, so they could not be free.  But women were hard at work affecting the colonies in many ways, from enslaved women bringing agricultural knowledge that made colonies flourish to housewives inventing new ways to perform basic tasks. Women took part in the armed resistance to European invasion, and challenged the gender norms they were forced to live under. The power of women was well recognized by English colonial governments, who made laws to govern their reproduction, tried them for heresy and witchcraft, and severely punished their crimes, even when the women themselves were not at fault. The very first published poet of the English colonies was a woman. Even though the odds were against them, the women of the early English colonies were important to the development of the New World. |
| --- |

After reading together as a class, facilitate a class discussion about the lives and rights of Colonial women. Visit [Leading Discussions](https://bokcenter.harvard.edu/leading-discussions) for more information on how to conduct whole group discussions. During the discussion, have students cite evidence from the sources in their responses. Some questions to pose may include:

| * In what ways were many different Colonial women oppressed? * Did all Colonial women experience oppression in the same way? * What rights did Colonial women have? * What hardships did Colonial women experience? * How did Colonial women overcome these hardships? * How were the lives, treatment and rights of women in early Colonial times different from women in America today? |
| --- |

Provide students time to add information about these two sources to their Evidence Log. Then, ask students to a [Quick Write](https://ablconnect.harvard.edu/quick-write) to answer the following question to check for understanding:

| How did migration and settlement impact women during the Colonial period? Provide evidence from two or more sources in your response.  *Sample student responses may include, but are not limited to, the following: Migration and settlement impacted women in many different ways. First, many Black women during the Colonial period were brought forcibly to Colonial America through forced migration. Many White women also immigrated to America beginning in 1619 as indentured servants. According to the source, Colonial Women, the price for passage to America was very high, and it would take most women the majority of their youth working as servants to pay it off. During this time of servitude, the Colonial Women source states that indentured servants and enslaved women were “owned” and faced similar conditions. Additionally, the immigration and settlement during the Colonial period impacted White women. These women had limited rights and were not completely free. The source from the New York Historical Society states that women’s’ roles were traditionally as “second-class citizens” and they had to be obedient to the men in their lives. As a result, these women likely immigrated and settled in America without much of their own say. Despite these circumstances, women during Colonial times were very hard workers and contributed to the success of the colonies.* |
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Students have now examined how migration and settlement impacted Colonial women. In the next investigation, students will explore how cultural, economic and environmental characteristics affected the interactions of Colonial women and other diverse groups.

# **Investigation: Part 2**

| **4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.** |
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To begin this investigation, revisit the definition of cultural characteristics. You may repeat the guidance from [Exploration Three, Investigation One](#_Investigation:_Part_1_2) if needed. Discuss the following question as a whole group:

| What specific ideas, belief systems or patterns of behavior characterized or defined a woman’s role in Colonial America? Use information learned in Investigation One to answer this question. |
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Next, explain to students that they are going to explore case studies of diverse women in early Colonial America who experienced oppression through cultural characteristics and resisted oppression by challenging traditional women’s roles. Place students into groups and ask each group to read about a designated Colonial woman. Below are links to the biography of each woman from the [National Women’s History Museum collection](https://www.womenshistory.org/students-and-educators/biographies).

* [Pocahontas](https://www.womenshistory.org/education-resources/biographies/pocahontas)
* [Anne Hutchinson](https://www.womenshistory.org/education-resources/biographies/anne-hutchinson)
* [Phyllis Wheatley](http://womenshistory.org/education-resources/biographies/phillis-wheatley)
* [Mary Musgrove](https://www.womenshistory.org/education-resources/biographies/mary-musgrove)

| Work in groups to read the biography of your assigned Colonial woman. As you read, think about how she resisted oppression by challenging cultural characteristics of Colonial America.  Prepare a slideshow presentation to introduce your person to the class. Include the following:   * Basic information about the person, including:   + Name   + Year of birth and death   + Where they were born   + Where they lived   + Image, if one is available * What skills did she have? * What struggles did she face? * How did she overcome these struggles? * What contributions did she make? Explain. * How did cultural characteristics affect interactions of people and ideas in this person’s life?   + Use specific evidence from the biography and what you learned from investigation one to answer this question. |
| --- |

Ask students to present their slideshows to the class. As students are listening to the presentations of their peers, have them complete a graphic organizer, such as the one below, to record information about each Colonial woman. Explain to students that as they listen to the presentations and learn about each person, they should pay attention to how cultural characteristics affected interactions between her and others, and how she resisted oppression.

| Name | How did cultural characteristics affect interactions of people and ideas in this person’s life? | How did she resist oppression? |
| --- | --- | --- |
| Pocahontas |  |  |
| Anne Hutchinson |  |  |
| Phyllis Wheatley |  |  |
| Mary Musgrove |  |  |

Provide time for students to also add information about each of these sources to their Evidence Log. Next, conduct a [Think, Write, Pair, Share](https://www.nasa.gov/sites/default/files/files/4-TWPS_Template.pdf) for students to respond to the following question:

| Using your knowledge of the women studied in this investigation, explain how cultural characteristics affected the interactions of people and ideas in Colonial America. Include evidence from two or more sources in your response. |
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Students will use the information collected during this investigation to support them in completing the task aligned to the supporting question, below.

# **Task Aligned to the Supporting Question:**

| ***KAS for Social Studies* alignment:**   * 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement. * 4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies. * 4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies. * 4.I.UE.3 Develop claims with evidence to answer compelling and supporting questions. |
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In the task aligned to the supporting question, students are required to synthesize information learned through engaging with the disciplinary strand standards to answer a supporting question.

| **Supporting Question:**  Develop a claim, with evidence, to answer the following question:  **“How did women in the early American colonies resist?”**  In your response, use your knowledge of:   * How cultural characteristics affected the interactions of women and other groups; and, * How migration and settlement impacted women. |
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To prepare students for completing this task, review the task with students and encourage them to gather all evidence collected from this investigation, including their [Evidence Log](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_4_Evidence_Log.docx) that may help them respond to the supporting question. Ask students to independently consider the supporting question, “How did women in the early American colonies resist?” Students may use a T-chart, such as the one below, to record their responses and supporting evidence:

|  |  |
| --- | --- |
| How did women in the early American colonies resist? | Supporting evidence |
|  |  |

After students have had time to revisit the evidence from this investigation, record ideas for their response and identify the evidence that supports their ideas, conduct a [Two-Minute Interview](https://www.facinghistory.org/resource-library/teaching-strategies/two-minute-interview) with the class. Divide the class into two groups. Place group one and group two opposite each other. Each student should be facing another student from another group. Explain to students that they will have time to share discuss their responses and supporting evidence to the question, “How did women in the early American colonies resist?” with their peers during this activity. Group one will have two minutes to discuss their ideas while group two listens and may take notes and add to their charts. Then, provide two minutes for the same partners to share again, this time with the members of group two speaking and group one listening and taking notes. Then, ask students in one group to move a space so they are facing a different peer and repeat the process. Continue this exercise until students have had sufficient time to discuss the supporting question and gather the ideas and thoughts of several of their peers.

After this exercise, check for understanding by facilitating a class discussion. Ask students to share some of the responses they or their classmates shared and the evidence that supports them. Encourage students to add to their charts as they learn more during the class discussion. Then, instruct students to complete the Task Aligned to the Supporting Question. They may use the responses and evidence collected during this activity to develop a claim and provide supporting evidence and may also revisit any sources or tasks from this exploration.

After they have drafted their responses, give students the opportunity to provide feedback for their peers. Provide the following questions for peers to ask one another as they review each other’s work:

| * Did you use your knowledge of how cultural characteristics affected the interactions of women to develop a claim? * Did you use your knowledge of how migration and settlement impacted women to develop a claim? * Did you include evidence from sources in your response? * Did you develop a claim with evidence to answer the supporting question, “How did women in the early American colonies resist?” |
| --- |

For more information on feedback in the social studies classroom, visit [KDE’s Evidence-Based Instructional Practices 6: Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_6_Social_Studies.pdf). For guidance on how to support student construction of claims, visit KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.* This resource was developed to help Kentucky educators provide students with opportunities to develop into confident, independent and proficient writers who are transition ready.

Now that students have examined a variety of ways in which diverse groups resisted during the Colonial period, including American colonists, enslaved Africans, American Indians and women, have students use the evidence they have collected and their responses to the supporting questions in order to complete the task aligned to the compelling question that follows.

# **Task Aligned to the Compelling Question:**

| ***KAS for Social Studies* alignment:**   * 4.I.Q.1 Ask compelling questions about migration and settlement. * 4.I.UE.1 Integrate evidence from two or more sources to answer compelling and supporting questions. * 4.I.CC.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement. |
| --- |

The culminating assignment is students’ synthesis, or integration of knowledge and ideas, of the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf) after students have investigated a series of supporting questions that equip students to complete the assignment aligned to the compelling question. Students could present their explanations in a variety of ways, including an essay, PowerPoint presentation, poster, video or other multimedia format.

| **Compelling Question:**  “Why do people resist oppression, even at great personal risk?”    Construct an explanation to answer the following question: “Why do people resist oppression, even at great personal risk?”  Be sure to examine the causes and effects of resistance on diverse groups, which impacted and/or resulted as an effect of migration and settlement, using reasoning and relevant information from two or more sources. |
| --- |

To prepare students for responding to the compelling question, have students review each of the supporting questions investigated during this series by conducting a [Chalk Talk](http://teachersnetwork.org/ntny/nychelp/mentorship/chalktalk.htm). Write each of the supporting questions on a separate piece of chart paper:

* How did American Colonists resist?
* How did enslaved Africans resist?
* How did American Indians resist?
* How did women resist?

Place each chart paper in different parts of the room. Consider having multiple posters of one question depending on your class size to ensure that the number of students rotating among the posters remains small. Ask students to travel around the room individually, adding their thoughts and comments to each one. They may use their notes, sources and responses to any of the previous tasks as needed. Explain to students that they can write their own original ideas or they can build on or respond to the ideas of others. As students work, circulate and provide meaningful feedback on student responses. Some ways to provide feedback to students during this Chalk Talk are: marking interesting comments, posing questions related to the conversation happening on the chart paper, connecting related comments, addressing misconceptions and adding additional ideas for students to consider.

After students have completed the Chalk Talk, facilitate a class discussion around each supporting question. First, give students time to review the information and comments present on the chart paper about the supporting question. Then, begin the class discussion on each supporting question. As students share their responses, provide process feedback that will support students in making connections and deepening their understanding. Some questions to pose during discussion may include:

* Is there any information here that may not be accurate? If so, why?
* Can you explain this further?
* What other questions can you ask about this topic?
* What are the relationships between each of these supporting questions and their comments and responses?

Explain to students that making connections between how and why each of these diverse groups resisted oppression will help them answer the compelling question, “Why do people resist oppression, even at great personal risk?” Ask students to work in small groups to brainstorm reasons why each of these diverse groups resisted oppression, even at great personal risk, using the graphic organizer below to capture their reasoning with evidence from the sources:

| Diverse group | Why did members of this group resist oppression, even at great personal risk? |
| --- | --- |
| American Colonists |  |
| Enslaved Africans |  |
| American Indians |  |
| Women |  |

After groups have completed their graphic organizers, discuss as a class, allowing students to share their reasoning with evidence. Then, explain to students that it is important to understand the cause and effect of their resistance. Have students return to their small groups and review their responses, highlighting the information that corresponds to the causes in one color and the effects in another. Explain to students that if they did not have a cause and effect included in their responses, they should add this information. An example of a possible student response is below, with causes highlighted in yellow and effects in green.

| Diverse group | Why did members of this group resist oppression, even at great personal risk? |
| --- | --- |
| American Colonists | According to the source “Religion in the Plymouth Colony”, *the Pilgrims wanted to separate from the Church of England, which was treasonous. However, they wanted the freedom to practice religion in their own way*, so they fled to Holland. They had a hard time adapting to life in Holland, so they moved to North America to start a new life. “The Pilgrims: First Winter” video states that **the journey was difficult and many were very ill, causing half of them to die**. |
| Enslaved Africans | The article, “The New York Slave Revolt of 1712 was a Bloody Prelude to Decades of Hardship” states that *enslaved people in New York were generally had frequent interactions with free people, and working alongside free people caused resentment*. As a result, 23 enslaved people revolted, damaging slaveholder property and fleeing north. However, **most were captured and killed**. |
| American Indians | According to the video, Virginians and Indians, the Jamestown settlers relied on the Powhatan tribe for food. *A drought made food scarce and the Powhatan did not have enough extra food to share, and the settlers kept expanding and taking more land,* which caused conflict. This led to 20 years of violence between the groups, and***the surviving Powhatan were forced west onto new lands****.* |
| Women | “Women in the English Colonies, 1607-1715” states that *women could not be free because they were expected to answer to men (fathers, husbands, religious and political leaders), and married women had no legal or economic rights.* However, many women challenged their inferior status and ***made important contributions to Colonial America****.* |

After students have identified the causes and effects of these diverse groups resisting oppression, discuss as a class. Then, review the Task Aligned to the Compelling Question with students and explain that they may refer to the graphic organizers, chart papers they created and any other notes or sources from previous investigations to support them in completing this task.

For more information on how to support student construction of explanations, visit KDE’s [*Composition in the Classroom*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf)*.* This resource was developed to help Kentucky educators provide students with opportunities to develop into confident, independent and proficient writers who are transition ready.