

**Founding Fathers—Life in a Box Activity
Fifth Grade**

**Developed for
Library of Congress Midwest Region
“It’s Elementary: Teaching with Primary Sources” 2012**

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Overview:

The purpose of this lesson is for students to identify important Founding Fathers of our country and their contributions. Students will choose a Founding Father to research using primary sources, the Internet, books, etc., and create clues from primary sources, artifacts, household objects to present a “Life in a Box” activity. “Life in a Box” is an activity where clues about a person/place/thing are placed in a box and students must infer who/what the items are describing. This lesson is designed to take four class periods.

Standards:

Civics/Government (2004):

Benchmark 2, Indication 4: The student identifies important Founding Fathers and their contributions.

Kansas History, Government, Social Studies Standards (2013):

Standard #1: Choices have consequences

Benchmark 1.2: The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers.

Kansas College and Career Readiness English and Language Arts Standards

Reading Informational Text

RI.5.7: Students will draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Speaking and Listening Standards

SL.5.1 a-d: Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led_ with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

SL.5.4: Students will report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.

SI.5.5: Students will include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Objectives:

Content:

- Students will research a Founding Father and demonstrate knowledge of his contributions in the establishment of our nation.

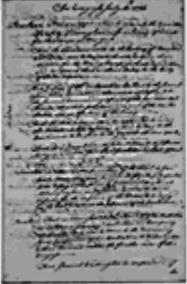
Skills:

- The student will locate facts from multiple sources.
- The student will evaluate information to produce a final project.
- The student will summarize information to write questions/clues about a Founding Father.

Essential Questions:

- Why are leaders important?
- How do we make contributions to government, society, and our community?

Resource Table

Image/Resources	Description	Citation	URL
	<p>George Washington's home at Mount Vernon, exterior view, showing facade facing the Potomac River.</p>	<p><i>Library of Congress</i> Prints and Photographs Division Washington, D.C.</p> <p>London : Pub'd by F. Jukes No. 10 Howland Street, 1800 March 31st.</p>	<p>http://memory.loc.gov/ammem/gwhtml/3a05073r.jpg</p>
	<p>Front elevation of Federal Hall in New York City, site of George Washington's first inauguration, April 30, 1789, where Chancellor of the State of New York, Robert Livingston, administered the oath of office to George Washington on the balcony.</p>	<p><i>Library of Congress</i> Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/pin:@field(NUMBER+@band(cph+3c26500))</p>
	<p>Enclosure, John Hancock to George Washington concerning the reading of the <i>Declaration of Independence</i> to the Revolutionary Army, 4 July 1776.</p>	<p><i>Library of Congress</i> Prints and Photographs Division Washington, D.C. 20540 USA (George Washington Papers)</p>	<p>http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/090))</p>
	<p>George Washington, full-length portrait, standing, facing left.</p> <p>New York : published at the Albion Office, 1844</p>	<p><i>Library of Congress</i> Western History/Genealogy Department, Denver Public Library.</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10006007))</p>

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	<p>George Washington, full-length portrait, standing, facing left.</p>	<p><i>Library of Congress Western History/Genealogy Department, Denver Public Library</i> New York : published at the Albion Office, 1844.</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+10006007))</p>
	<p>Constitution of the United States</p>	<p>Charters of Freedom: A New World is at Hand National Archives</p>	<p>http://www.archives.gov/exhibits/charters/constitution.html</p>
	<p>Betsy Ross making the flag.</p>	<p><i>Library of Congress, Prints and Photographs Division, Detroit Publishing Company Collection.</i> Created/Published [between 1900 and 1920]</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a26653))</p>
	<p>US Dollar Use an actual dollar or a facsimile</p>	<p>The Realpolitiker: Global Paradigms</p>	<p>http://globalparadigms.blogspot.com/2007/10/loving-weak-us-dollar.html</p>
	<p>George Washington PowerPoint</p>		

Recommended websites for research:

- America's Founding Fathers - http://www.archives.gov/exhibits/charters/constitution_founding_fathers.html
- Revolutionary War and Beyond - <http://www.revolutionary-war-and-beyond.com/index.html>
- Kansas Historical Society
www.kshs.org
- Library of Congress
www.loc.gov
- Brain Pop Videos (requires subscriptions, but there are some free clips available)
www.brainpop.com

Lesson plan

Day 1

1. To build background knowledge on Founding Fathers, have students read from the applicable chapter/lesson in your social studies text. If you do not have a social studies text, you can consider your local library to find biographies suitable for this level or do online research.
2. Explain to the students that they will be learning about the Founding Fathers of our nation through an activity called "Life in a Box". Students will be working with a partner to research one of our nation's Founding Fathers.
3. Either use the **George Washington PowerPoint** that accompanies this lesson or create a "Life in a Box" of George Washington to model the activity. George Washington is a good Founding Father to model for the students because most students would be able to infer from the "Life in a Box" clues that the person is George Washington. Items for George Washington box include: (these primary sources are listed in the resource guide and are included in the PowerPoint)
 - Mount Vernon home picture
 - Federal Hall print
 - Letter to Washington from John Hancock
 - Constitution
 - Dollar Bill

For the George Washington "Life in a Box," place copies of the primary sources in a decorative American Flag box and pull them out one by one to discuss, have the students ask questions, etc. to see if they can make the connection that my box is describing one of our **Founding Fathers: George Washington**. A Powerpoint presentation of this is also included.

4. Ask the essential question: Why are leaders important? Discuss how Washington was important and why he is a Founding Father.
5. Give students the list of **Founding Fathers**. Provide a little background knowledge of each person listed.
6. Tell the students that we will work together as a class to analyze the picture of Betsy Ross and create a “Life in a Box” as a class for Betsy Ross. Give each student a picture of Betsy Ross making the flag or use the bottom portion of the Powerpoint presentation **Founding Fathers: George Washington**. Allow time for students to analyze, draw conclusions about the print. Brainstorm items to include in the Betsy Ross “Life in a Box”.

Possible Betsy Ross items

- Bonnet
 - Red Fabric
 - Needle/Thread
 - Stars
 - American Flag
7. Introduce “Life in a Box” project. The students’ mission is to work with a partner to create a “Life in a Box” for one of the Founding Fathers listed on **Founding Fathers**. Each pair may choose their own Founding Father but they must be able to prove to the teacher that their choice is truly a Founding Father before they are allowed to continue the research.
 8. Provide each pair with a **Life in the Box Project Guide**. Discuss the requirements for the final project, either a PowerPoint or “Life in a Box” which will be presented to the class. Each presentation must demonstrate these requirements:
 - Must contain 5-7 clues
 - Must be historically accurate
 - Clues must contain at least two contributions; other ideas may include – family, role in government, contribution to the nation, what they are famous for, or a fun fact (i.e., a cherry tree for George Washington.)
 9. Remind the students as they do their research they will be looking for clues that describe their Founding Father. These clues must be historically accurate as they will be used in the final assessment.
 10. The project is intended to have the students conduct their research using the Internet if possible. Provide the students with the **Recommended websites for research**. Give them time to get started on their research.

Day 2

1. Allow time for student to complete research.

2. Monitor room for questions.
3. Conference with groups about items they might need for their Life in a Box., where they will acquire them, who is responsible for what, etc.
4. If possible allow time for them to work on their presentations.

Day 3

1. Finish the projects.
2. Provide each student with a **Life in a Box Presentation** note sheet. Remind the students they need to take notes while their classmates are presenting
3. Score presentations using **Life in a Box Presentation Rubric**.

Assessment

1. Ahead of time prepare Post-It pages with the student clues, one page for each presentation. Also include one page with the clues from George Washington, Life in a Box sample and a page for Betsy Ross. Place these pages around the room in no particular order. Identify each page with only a letter (A, B, C, etc.).
2. Provide each student with the **Founding Father's Quiz**. Allow students to walk around room to looking at the Post-It pages of clues to complete the quiz.

For the Teacher

- “Life in a Box” is used with permission of Dr. Darla Mallein – Emporia State University, Emporia, Kansas
- Students will have completed a primary/secondary sources sorting activity at the beginning of the year to build background knowledge. This activity consists of several laminated cards each with either a primary or secondary source pictured on the card. Students then work in groups to sort the cards into primary or secondary choices. Discuss of the sorting activity follows to give the students an understanding of primary and secondary sources
- Consider extending this lesson by using the Kansas Founding Fathers are included at the bottom of the **Founding Fathers** sheet. This is a great opportunity to incorporate some Kansas History into your study of important people in U. S. history.
- *Read Kansas!* lesson **M-14 Territorial Characters** for seventh grade is also an excellent resource and extension activity. *Read Kansas!* lessons are available through the Kansas Historical Society at www.KSHS.org under the Educate tab and Classroom Materials link.

Answer Key

- “**Life in a Box**” presentations may be graded at the teacher’s discretion. **Life in a Box Presentation Rubric** designed oral presentations is included from ncsu.edu.
- The assessment key for the **Founding Father's Quiz** will be based on your students’ information and your identification labels.

Founding Fathers

- George Mason
- Thomas Jefferson
- James Madison
- George Washington
- Benjamin Franklin
- Thomas Paine
- Samuel Adams
- John Adams
- Alexander Hamilton
- Patrick Henry
- James McHenry
- Betsy Ross

Founding Fathers of Kansas to use an extension activity.

- Clarina Nichols – sat in Wyandotte Constitution; fought women’s rights to vote
- Charles Robinson –important in writing of Wyandotte Constitution; first Kansas governor
- James Lane – one of the first Kansas senators; active abolitionist
- John Brown -- Abolitionist

Life in a Box Project Guide

Group Members: _____

Founding Father: _____

You must include at least two contributions in your project. There should be a total of 5-7 items in your project. Use the table below to take notes, document websites, etc. You may choose to complete a PowerPoint presentation or put together an actual box to present with your clues contained inside the box. Have fun! 😊

Life in a Box	Notes
Contribution to the nation	
Contribution to the nation	
Contribution to the nation	
Family	
What they are famous for?	
Fun Fact	
Other Ideas	

Life in a Box Presentation

Record information about each Founding Father as your classmates present. You will be assessed over their content. ☺

Founding Father	What I want to Remember about.....
George Washington	
Betsy Ross	
James Madison	
George Mason	
Benjamin Franklin	
Thomas Paine	
Samuel Adams	
John Adams	
Alexander Hamilton	
Patrick Henry	
James McHenry	
Thomas Jefferson	

Name: _____

Founding Father's Quiz

Walk around the room quietly and examine the clues to identify the Founding Father. There is a letter on each page of clues. Write the letter on the blank that matches the clues.

1. _____ George Mason
2. _____ Thomas Jefferson
3. _____ James Madison
4. _____ George Washington
5. _____ Benjamin Franklin
6. _____ Thomas Paine
7. _____ Samuel Adams
8. _____ John Adams
9. _____ Alexander Hamilton
10. _____ Patrick Henry
11. _____ James McHenry
12. _____ Betsy Ross

***On the back of this page sketch/write about the primary source that impressed you the most