

The Pen, the Voice, and the Sword:

An Exploration of Significant Figures in the American Revolution

Names: Lisa Allan, Heidi Lang, Jean Lewis

Subject/Grade: 4th Grade Social Studies

School: Thomas Jefferson Elementary School

Unit Title/Description: The Role of Virginia in the American Revolution

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Learning Goal: Students will learn about three three Virginians – Thomas Jefferson, Patrick Henry, and George Washington – who played significant roles in the American Revolution

Checklist and Reflection for Primary Source Learning Experiences

Complete one checklist for each learning experience and attach a table with links to the LOC primary source items used in the learning activity. Attach any materials needed to implement the activity.

Name(s): Lisa Allan, Heidi Lang, Jean Lewis

District: Falls Church City Public Schools

School: Thomas Jefferson Elementary School

Unit/Activity: The Pen, the Voice, and the Sword: An Exploration of Significant Figures in the American Revolution

I implemented this learning experiences with students on: Upcoming!

Signatures: Heidi Lang Lisa Allan

1. The learning experience meets one or more of the following objectives (check all that apply):

- develops student content knowledge through exploration and analysis of a variety of primary sources
- is differentiated, offering challenges and support for students with a broad range of readiness levels, interests or learning profiles
- contains an assessment tool that aligns with the learning goal for the activity
- contains an assessment tool that creates an opportunity for feedback to the learner and the teacher from which further learning activities can be built
- promotes information literacy and technology skills that enable students to search for relevant information and develop critical thinking skills

2. This learning experience is (check all that apply):

- warm-up
- assessment
- one activity within a larger lesson
- full lesson within a unit
- a unit with a series of lessons
- student project or performance
- web based activity
- other, please explain _____

3. Give one or more examples of student learning you observed (e.g. student comments and/or products). We have not yet come to the point in the curriculum where this lesson is to be used...it's coming soon!

4. If you were to implement this learning experience again, what would you change?

SOL Number	Title of LOC item	Permanent URL	Description of Classroom Use
VS.5	Patrick Henry ½ Length Portrait	http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a26383))	All of the items listed will be used in a lesson called <i>"The Pen, The Voice and The Sword"</i> .
""	Letter to George Washington from Thomas Jefferson regarding Edmund Randolph	http://memory.loc.gov/cgi-bin/ampage?collId=mgw4&fileName=gwpage097.db&recNum=289	The lesson focuses on Thomas Jefferson – known as <i>"the pen"</i> of the American Revolution, Patrick Henry – <i>"the voice"</i> of the American Revolution, and George Washington – <i>"the sword"</i> of the American Revolution.
""	Patrick Henry Giving "Give Me Liberty" Speech	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3a07238))	All three of these figures vital to the American Revolution were from Virginia.
""	Patrick Henry Giving "Give Me Liberty" speech, labeled	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3b50326))	For each historical figure, the teacher will be provided with two boxes – one standard and one advanced.
""	St. John's Church, Richmond	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@fileq(@field(NUMBER+@band(cph+3b04418))+@field(COLLID+cph))	
""	Letter from George Washington to Patrick Henry	http://memory.loc.gov/cgi-bin/ampage?collId=mgw3&fileName=mgw3c/gwpage002.db&recNum=355	
""	Thomas Jefferson portrait with laurel	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3g07084))	

“”	Thomas Jefferson inaugural portrait with quill	http://lweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3a04332))	After dividing the class into 6 small groups, the teacher will give one
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SOL Number	Title of LOC item	Permanent URL	Description of Classroom Use
VS.5	Thomas Jefferson full length portrait	http://lweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3b22585))	box to each group. The students will be asked to examine the

""	Rough drafts of Declaration of Independence	http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page001.db&recNum=544 http://www.loc.gov/exhibits/jefferson/jeffdec.html	times so that each child will have the opportunity to examine primary source documents about each historical figure. The teacher will lead a discussion about the three men; options include plotting the information on a Venn Diagram or a tri-part chart.
""	Letter to Benjamin Banneker from Thomas Jefferson	http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page014.db&recNum=1008	
""	Design of macaroni machine	http://memory.loc.gov/cgi-bin/ampage?collId=mcc&fileName=027/page.db&recNum=0	
""	Letter from Governor Botetourt to Thomas Jefferson	http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page001.db&recNum=176	

SOL Number	Title of LOC item	Permanent URL	Description of Classroom Use
VS.5	Selected quotations from Thomas Jefferson	http://www.loc.gov/ >The Library of Congress http://www.loc.gov/homepage/legal.html	
""	Poem written by George Washington	http://lweb2.loc.gov/mss/mgw/mgw1b/481/03900.gif	

""	Paintings of Washington family	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3c17745)):displayType=1:m856sd=cph:m856sf=3c17745	
""	Formal portrait of Washington	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3c17116)):displayType=1:m856sd=cph:m856sf=3c17116	
""	Painting of George Washington in uniform	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3b19847)):displayType=1:m856sd=cph:m856sf=3b19847	
""	Full length painting of George Washington	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3b42493)):displayType=1:m856sd=cph:m856sf=3b42493	
""	Painting of Mount Vernon	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3a05073)):displayType=1:m856sd=cph:m856sf=3a05073	
""	Picture of fishing tackle belonging to George Washington	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3b03958)):displayType=1:m856sd=cph:m856sf=3b03958	

SOL Number	Title of LOC item	Permanent URL	Description of Classroom Use
VS.5	George Washington letter to Hebrew congregation	http://memory.loc.gov/cgi-bin/ampage?collId=mgw2&fileName=gwpage038.db&recNum=146	
	Painting of George Washington with slaves at Mt. Vernon	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3b52233)):displayType=1:m856sd=cph:m856sf=3b52233	
	Painting of George Washington at Valley Forge	http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(cph+3g06877)):displayType=1:m856sd=cph:m856sf=3g06877	

AS EASY AS

1, 2, 3 ...



After you and your group have discussed the contents of the box, complete the following activity:

Name **1** contribution this man made to the American Revolution: _____

What evidence did the box hold to support this idea? _____

List **2** roles this man played in his life:

What evidence did the box hold to support this idea? _____

Write **3** words describing this man's personality:

What evidence did the box hold to support this idea? _____

