

## TEACHING AMERICAN HISTORY LESSON PLAN

GRADE LEVEL: 5

TOPIC: John F. Kennedy and Patrick Henry

THEME: Tales of Two Speeches

TIME FRAME: 2 days

NATIONAL STANDARDS:

2. The student thinks chronologically.
3. The student engages in historical analysis and interpretation.

CALIFORNIA STANDARD:

5.6 Students understand the course and consequences of the American Revolution.

CHRONOLOGICAL AND SPATIAL THINKING:

\* Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

\* Students use map skills to determine the absolute location of places and interpret the information available.

RESEARCH, EVIDENCE, AND POINT OF VIEW:

- \* Students differentiate between primary and secondary sources.
- \* Students distinguish fact from fiction by comparing documentary sources on historical figures and events ....

TIME FRAME: 2 days

INTRODUCTORY HOOK:

Read selected portions or view a video of President John F. Kennedy's Cuban Missile Crisis Speech of October 22, 1962. The students listen and take notes. This is done in early September at the beginning of the school year.

LESSON CONTENT:

In February, ask the class about what they remember about the Cuban Missile Crisis speech:

- \* What was the speech about?
- \* Could this speech be called famous. Why or why not?
- \* Would people remember this speech? Why?

Use an atlas to locate Cuba on the map and its relative distance from the U.S. mainland and why missiles with a range of 1000 miles might create a crisis.

Ask students to recreate the selected portions read in October as accurately as possible. They may use their notes and/or confer with others to do so. After a few minutes, stop students and ask: Are you having difficulties? Why? How could we determine what was actually said? (Technology and reporting of the speech enables us to see, hear, and read verbatim what was actually said in 1962).

Now let's listen to portions of a famous speech reportedly given by Patrick Henry on March 22, 1775, in Richmond, Virginia. ( Students will first examine a map of Virginia, noting the distance of Richmond from the capital of Williamsburgh. Ask why might members of the House of Burgesses meet in a church in Richmond rather than in the capitol at Williamsburgh on the eve of the Revolutionary War?) Read the selected portions (Students may take notes).

A month later have the students take out their notes. Compare the speech to the one by President Kennedy. What do you remember about this speech? Ask the students to recreate the selected portions with their notes. After a few minutes, stop students and ask: Are you having difficulties? Why? How could we determine what was actually said?

Using the selection from William Wirt's book, point out that this speech did not appear until 1817, 18 years after Patrick Henry's death and 42 years after the speech was given. Students should discuss what sort of problems this might create in reproducing the speech. Possible problems should include:

- \* No one wrote down the actual speech
- \* People who were there might not remember it word for word years later.
- \* No way to verify what was actually said.

Students should also brainstorm why such a speech might be recreated:

- \* To glorify a man, event, and/or specific historical time
- \* To show only the positive side of such a person, event, and/or historical time.

#### EVALUATION:

Students explain the difficulty in recreating what someone said years after the event without notes.

Students use a Venn Diagram to demonstrate the similarities, differences, and commonalities between Patrick Henry's speech and President Kennedy speech.

- Sources:
1. <http://historyplace.com/unitedstates/revolution/henry.htm>
  2. <http://www.cs.umb.edu/jfklibrary/j102262.htm>
  3. <http://docsouth.unc.edu/wirt/wirt.html>
  4. Mayo, Bernard, MYTHS & MEN, c.1959, University of Georgia Press, pp,15 - 35.
  5. \_\_\_\_, Atlas of Our Country, c.1996, Nystrom, Division of Herff Jones, Chicago, Illinois, c.1996, pp. 39, 65.

## TEACHING AMERICAN HISTORY

### TALES OF TWO SPEECHES

Developed by Donald R. Dean  
History 680  
Spring 2004

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## **Chapter 8 Lesson Plan: Patrick Henry: Give me Liberty or Give me Death**

**Grade Level:** 8<sup>th</sup>

**Topic:** Patrick Henry

**Theme:** Tales have two sides.

**Timeline:** 1-3 class periods: The first day will mostly be used as the “Hook”. The students will have class discussions after they listen to a speech by Dr. Martin Luther King. The second day, the students will read, interpret, and discuss the “Liberty or Death” speech. The third day students will read, and discuss Raphael’s chapter 8: “Give me Liberty or Give me Death”

### **California Standards:**

8.3: Students understand the foundation of the political system and the ways in which citizens participated in it.

8.3.6: Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government.

### **National Standards:**

2: Historical Thinking. Historical Comprehension. The student thinks chronologically

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- B. Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- D. Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the the historian’s judgement of what is most significant about the past.

G. Draw upon data in historical maps in order to obtain or clarify information on the geographical setting in which the historical event occurred, its relative and location, the distances and direction involved, the natural and man made features of the place, and critical relationships in the special distributions of those features and historical event occurring there.

### **3. Historical Thinking: Historical Analysis and Interpretation.**

- B. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives , beliefs, interests, hopes, and fears.
- E. Distinguish between unsupported expressions of opinion and informed hypothesis grounded in historical evidence.
- F. Compare competing historical narratives.
- H. Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- I. Evaluate major debates among historians concerning alternative interpretations of the past.

### **4. Historical Thinking: Historical Research Capabilities:**

- A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- C. Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts
- D. Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place in order to elaborate imaginatively upon the

evidence, fill in the gaps deductively, and construct a sound historical interpretation

### **Prior Content Knowledge and Skills:**

1. Students need to be aware of the events leading up to the Revolutionary War
2. Students need to be familiar with the colonies and the geography of them
3. Students need to be familiar with the map of the colonies and especially Virginia.  
Map available at :  
[http://www.scarborough.k12.me.us/wis/teachers/dtewhey/webquest/colonial/map\\_of\\_13\\_colonies.h...](http://www.scarborough.k12.me.us/wis/teachers/dtewhey/webquest/colonial/map_of_13_colonies.h...)
4. Students need the skills of reading and interpreting a primary document and have  
the necessary map reading skills

### **Introductory “Hook”:**

Have students listen to the famous speech of Martin Luther King’s, “I Have a Dream” without taking notes or anything to aid them in remembering it. Then have them write down everything they remembered about the speech, and compare with the rest of the class.

Discuss the difficulties of remembering something when you weren’t expecting to have to retell it to others. Talk about the various aspects that different students remembered about the speech and how their own personal experiences affected or influenced what they remembered.

Talk about how you will be studying Patrick Henry’s; “ Liberty or Death” speech that was never recorded until 42 years later, based entirely on someone’s recollections.

### **Lesson Content:**

1. On the first day students will listen to the speech of Dr. Martin Luther King: “I Have a Dream”. Next students will write down everything they remember about the speech and share with their classmates. A discussion will follow about the kinds of things various students remembered and how their own personal lives may have influenced what was remembered. Next comes the big question. What will you still remember about this speech in 42 years? Tell the class that tomorrow they will be analyzing

a famous speech that was never recorded. It was written solely based on somebody's recollection of it 42 years later. Speech available at:  
[http://www.stanford.edu/group/king/publications/speeches/address\\_at\\_march\\_on\\_washington.pdf](http://www.stanford.edu/group/king/publications/speeches/address_at_march_on_washington.pdf)

Audio recording available at:  
<http://seattlirtimes.nwsourc.com/mlk/king/sprrches.htm/>

2. On the second day, go over the map, point out where the colonies were located and briefly review the events leading up to the Revolutionary War. Remind the students that Britain had acquired a 140 million pound debt at the end of the French and Indian War and they thought it fair and just that the colonies should help them to raise this money. Include the Sugar Act which raised tariffs on sugar and other items imported into the colonies, the Stamp Act, which imposed taxes on all legal documents, the Quartering Act, which forced the colonists to provide housing and food for British troops, and the Townshend Acts. Ask them why they think the British troops were sent to Boston in 1768 and about the Boston Massacre.
3. Give students copies of Patrick Henry's speech, which can be found at [www.historyplace.com/unitedstates/revolution/henryhtm](http://www.historyplace.com/unitedstates/revolution/henryhtm) and read and discuss together.
  - \* What do you think of the speech?
  - \* Would this speech convince you that it was necessary to prepare for war against Britain.
  - \* Let's pretend for a minute that we are all delegates at the convention. Now let's take a vote. How many of you think we should prepare for war? How many of you think we should stay loyal to Britain? Discuss how students voted and why.
  - \* As it turned out, Patrick Henry convinced the delegates of the need to prepare for war. This is a very famous speech from history, and many people have memorized it and believed it to be the gospel truth. Tomorrow, we're going to look at this speech through the eyes of a different historian

Day 3:

1. Give students copies of Chapter 8 of Ray Raphael's book. Read and discuss together

- \* How many years later was Patrick Henry's speech reconstructed?
- \* Who was the historian who reconstructed the speech?
- \* Did William Wirt have any written sources or primary documents to aid him?
- \* How many people did he interview who had actually heard Patrick Henry's speech?
- \* Whose speech is it? William Wirt, Judge St. George Tucker, or Patrick Henry's?
- Can we ever really know?
- \* How much influence does a historian have on history?
- \* How do we know what to believe in the history books?

### **Conclusions:**

In conclusion we need to read everything with a critical mind.

- \* How much of it is fact and how much of it is the author's opinion?
- \* What primary documents are there available to verify the readings?
- \* What do we really know about Patrick Henry?
- \* How much does the author influence a historical piece of work?
- \* Does this tale of two patriots make you believe Patrick Henry was still a patriot?

### **Evaluation:**

1. Have students go on line and research Patrick Henry.

Have them record the ten most interesting things they find about him. Share the

different findings with the class. Ask them if there were any primary documents

available to verify these findings.

2. Give essay test on Patrick Henry. (see attachment #1)

## Essay Quiz on Patrick Henry

## Attachment # 1

1. After reading the different viewpoints of William Wirt and Ray Raphael, what conclusions have you arrived at concerning the "Give me Liberty or give me Death" speech? Explain.
2. How do you think history is affected by the viewpoint of different historians? Explain.

# Teaching American History: Lesson Plan

by Patti Gibbens

## Chapter 8 Lesson Plan: "Give Me Liberty or Give Me Death"

Grade level: 8

Time frame: 1-2 class periods

Topic: Patrick Henry: Authors sometimes enhance or embellish historic events in order to make them more memorable or to present a hero to inspire us. William Wirt and Ray Raphael present two very different pictures of Patrick Henry.

Theme: Tales Have Two Sides: A Tale of Two Historians

### California Standards

8.4.2 Explain the policy significance of famous speeches.

### National Standards

- 2A. Identify the author or source of the historical document or narrative and assess its credibility.
- 2D Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past.
- 2G Draw upon data in historical maps in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and manmade features of the place and critical relationships in the spatial distributions of those features and historical event occurring there.
- 3A Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- 3B Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- 3C Analyze cause-and effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- 3F Compare competing historical narratives.
- 3H Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- 3I Evaluate major debates among historians concerning alternative interpretations of the past.

- 4A Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- 4C Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data sourced for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
- 4D Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place in order to elaborate imaginatively upon the evidence, fill in the gaps deductively, and construct a sound historical interpretation.

### Prior Content Knowledge and Skills

Students should be aware of the events and causes which led to the Revolutionary war. They need to be aware that there was a lot of indecision as to whether the colonies should fight for independence or remain loyal to England. Patrick Henry was an avid supporter of the Revolutionary War. He realized the need for the colonies to be separated from England and he spoke heatedly on the subject. In a little church in Richmond he gave an impassioned speech entreating his fellow countrymen to take up arms against King George III and fight for their freedom. He declared that he would rather die fighting than remain under the rule of England. "...as for me, give me liberty or give me death."

Students need to know how to read maps and how to recognize, read and interpret primary source documents.

Hook: Do you think that everything you read is true? (Encourage verbal answers from students.) Do you think that history books always tell the truth? Have you ever read something in a history book that you didn't believe? (Again, encourage students to give verbal examples and pique their curiosity.) What things might influence a person's telling of a story or event? Today we are going to explore the origins of Patrick Henry's famous words; "Give me liberty or give me death." Then we are going to read about Patrick Henry in a chapter from a newer history book written by a man named Ray Raphael. I think you'll be surprised at what we discover.

### Lesson Content/Procedure

1. Map activity: Put map on overhead. Review basic parts of map. Title, key/legend, etc. Map available at <http://homepages.rootsweb.com/~ahopkins/kirby/13.htm>
2. Identify original 13 colonies.
3. Discuss relative location of Richmond in terms of the coming war. Where were the first battles of the war, fought? How far were they from Richmond?

4. Did you know that Patrick Henry gave his famous speech in Henrico Church in Richmond? He wanted the delegates of the Virginia Convention to pass his resolutions calling for Virginia to prepare for war. There was opposition to Henry's resolutions but his speech convinced enough delegates to vote in his favor so the resolutions passed by a narrow margin and Virginia officially joined the Revolutionary War. Show picture of Patrick Henry and discuss the fact that it's drawn, not a photograph. Discuss the possible inaccuracy of the picture and the idea that it was drawn from a description of Henry not the artist's actual observation of the person himself. Picture of Patrick Henry available at [http://www.americaslibrary.gov/jb\\_colonial\\_henry\\_1\\_e.html](http://www.americaslibrary.gov/jb_colonial_henry_1_e.html)
5. Distribute copies of Patrick Henry's speech available at [www.historyplace.com/unitedstates/revolution/henryhtm](http://www.historyplace.com/unitedstates/revolution/henryhtm)
6. Read aloud as a whole group with volunteers reading individually while everyone follows along. Interpret speech as you read, making sure students know and understand the meanings of words and phrases.
7. Discuss the idea that this speech is considered by some to be a primary document. In fact it was reconstructed by William Wirt 42 years after it was delivered. So is it really a primary document?
8. Read Ray Raphael's chapter 8. Discuss implications of this new information. Discuss what historians do. What factors impact their work, ie viewpoint, timeframe, were they a relative? etc.
9. Discuss reasons for making Patrick Henry into a hero. Why do we need heroes? Why do historians sometimes leave out the negative side of the people they write about?

Conclusion: History is always open to interpretation and tales always have two sides. History is written by people like us. We all have our own viewpoints, our own biases. After learning about Patrick Henry, do you now wonder about other American heroes? Does it make you want to investigate history more? If you were to write a history book, who would be the hero you wrote about? Do you think other people would agree with you?

#### Assessment

1. Students will make a half and half illustration of Patrick Henry giving his speech. Draw a picture of Patrick Henry delivering his speech with a speech bubble containing one phrase. One half will depict the well known version of his speech, "Give me liberty, or give me death." The other half will depict the student's version of Henry's words. If you had to recreate Henry's famous words and you weren't exactly sure what they were, what phrase would you quote for him?
2. 10 question written assessment. See attachment #1.

Written Assessment

Write T or F

1. \_\_\_\_ History is open to interpretation.
2. \_\_\_\_ Patrick Henry's speech has been preserved word for word.
3. \_\_\_\_ Historians are very careful to report only the facts and are careful not to let \_\_\_\_ their viewpoint interfere with the writing of history.
4. \_\_\_\_ Historians base all their work on primary sources.
5. Who wrote the only first-hand description of the speech in 1775? How did he characterize Patrick Henry? Did sound like an admirer of Patrick Henry?
  
6. Do you think we look at "heroes" the same even after we find out something negative about them? Do we still consider them heroes? Explain.
  
7. What was the purpose of Henry's speech? What did he want to accomplish?
  
8. What other "hero" or historic event might you question? Why? What might the two viewpoints be?

9. Why do you think William Wirt neglected to write about Patrick Henry's darker side?

10. Do you think student's history books should tell about Patrick Henry being a huge slave holder? Should they talk about his negative attitude toward Indians? Explain.

Joelle Jordan  
TAH2  
Chapter 8: Patrick Henry  
Ray Raphael Lesson Plan

Topic: Patrick Henry's "Liberty or Death" speech

Theme: Historical perceptions often differ from reality

Standards: (11<sup>th</sup> grade)

**National:**

Part 2: National Standards for United States and World History (5-12)

Chapter 1: Developing Standards in United States History and World History

Chapter 2: Standards in Historical Thinking

Overview and Contents of Historical Thinking Standards

Standard 1. Chronological Thinking

Standard 2. Historical Comprehension

Standard 3. Historical Analysis and Interpretation

Standard 4. Historical Research Capabilities

Chapter 3: United States History Standards for Grades 5-12

Overview and Contents of United States History Standards for Grades 5-12

Era 1: Three Worlds Meet (Beginnings to 1620)

Era 2: Colonization and Settlement (1585-1763)

Era 3: Revolution and the New Nation (1754-1820s)

**California :**

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Analyze the ideological origins of the American Revolution, the divinely bestowed unalienable natural rights philosophy of the Founding Fathers, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

Timeline: 1-2 class periods

Prior knowledge and skills:

1. An introduction to the events and developments that have lead up to the New World's ultimate break with Great Britain, up to the time of Patrick Henry coming into his own.
2. Knowledge of Patrick Henry and his contributions and accomplishments, especially the "Liberty or Death" speech.
3. Knowledge of what a primary document is, and why they are important in historical research.
4. Have read Chapter 8: Liberty or Death

### Materials

- Chapter 8: Liberty or Death, Ray Raphael (to have been read prior to lesson)
- Internet access
  - Possible sites: [www.ushistory.org](http://www.ushistory.org),  
[http://www.sacklunch.net/biography/H/PatrickHenry\\_1.html](http://www.sacklunch.net/biography/H/PatrickHenry_1.html),  
<http://www.history.org/Almanack/people/bios/biohen.cfm> ,  
[www.sing365.com](http://www.sing365.com), [www.2paclegacy.com](http://www.2paclegacy.com) , [www.tupacfans.com](http://www.tupacfans.com)
- Art materials: poster board or construction paper, glue, scissors, markers, etc.

### Introductory Hook:

Play a snippet of a song, or read a snippet of a song, something timely and that kids relate to. Below are the first several lines of Tupac Shakur's rap song "Dear Mama" taken from directly from Lyrics.com.

When I was young, me and my mama had beef  
17 years old kicked out on tha streets  
though back in tha time, I never thought I'd see her face  
ain't a woman alive that can take my mommas place  
suspended from school, scared ta go home  
I was a fool with tha big boys breaking all tha rules  
shed tears with my baby sister  
over tha years we wuz poorer than tha other little kids  
and even though we had different dadies  
tha same drama when things went wrong we blamed mama

Ask the students, what does this song mean to them? What does Tupac mean to them? What does he represent to them?

Then ask your students, would Tupac's songs and raps mean as much to them, speak to them in the same way, represent the same emotions, feelings, etc., if they found out that he didn't write them, if they found out that Tupac's image was created by a team of agents and managers?

Having read Chapter 8 (either together or as an assignment) this remains: Patrick Henry, like Tupac, is an American icon, but his most famous speech, according to the text, has no primary documents to back up its existence. Does that somehow devalue the content of the speech, knowing that it was all a matter of good marketing so that Patrick Henry, like Tupac Shakur, became what the American public wanted?

### Lesson content

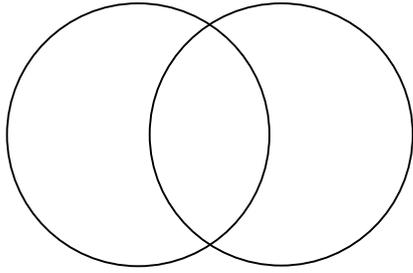
1. Give hook. Allow time for discussion. (Some students may know about Tupac's background, that he went to a performing arts school, studied ballet, was arrested, etc.)
2. Create a two circle Venn diagram on the board or overhead (see below.) Label one Tupac, the other Patrick Henry. Ask students these questions, "How do you think Tupac and Patrick Henry alike? How are they different? What do they have in common?" (The idea here is for the students to realize that the public's perceptions of people or events and the reality that lies behind those perceptions may be quite different.)
3. Jigsaw/Posters: Allow students to use the Internet to research the lives Patrick Henry and Tupac Shakur. Use worksheet (see Appendix.) This doesn't have to be an in-depth research project; probably best to keep it short. Can work in teams or pairs or individually; up to teacher discretion and the amount of computers available. Once the worksheets have been completed, have the students create a poster comparing and contrasting Henry and Shakur. Be sure to have them include the map that is included on the worksheet on the poster. Next, have the students present the posters to the class, discussing what they've learned.

### Conclusion/Evaluation

Have students write a paragraph or journal entry, using what they've learned from their research and worksheets, reflecting on what they've learned about American icons. One possible question to ask them: Why do you think it is important for American icons to be bigger than life?

### Appendix:

1. Venn Diagram Example:



Henry

Shakur

2. Jigsaw/Poster worksheet: (see below)

### American Icons: Tupac Shakur and Patrick Henry

1.



(Map found at [http://www.lib.utexas.edu/maps/united\\_states/united\\_states\\_pol02.jpg](http://www.lib.utexas.edu/maps/united_states/united_states_pol02.jpg))  
 Find out where Patrick Henry was born and mark it on the map, then find where Tupac Shakur was born and also mark it on the map. Mark clearly and neatly; this map should be used on your poster.

2. Now for some vital information on both of our icons: find:

- a. birthdates
- b. dates of deaths
- c. where they were buried

3. 3. The next bit of research is up to you. It is up to you to find the answers to the following questions:

- a. What did Tupac and Henry do that made them into American icons?
- b. What are Tupac and Henry best known for?
- c. What kind of information can you find on Tupac and Henry that is in direct opposition to what they are best known for? (This can include misinformation, false information, myths, etc.)

4. Create your poster! Use the information to create a compare/contrast poster for Shakur and Henry. Be sure to include your map, pictures and present your research in a comprehensive way! Make it neat, make it colorful; you'll be presenting your work to the class!