

Fact Checking History

Saratoga National Historical Park Quarter

Grades Nine through Twelve



OBJECTIVES

Students will be able to describe the significance of the Battles of Saratoga using primary and secondary sources. Students will explain the importance of using multiple primary sources to become an informed citizen.



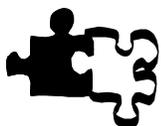
MATERIALS

- 1 overhead projector or other classroom technology
- 1 overhead transparency (or equivalent) of the following:
 - “Saratoga National Historic Park Quarter” page
- Copies of the following:
 - “Saratoga National Historical Park Quarter” page
 - “The Battles of Saratoga Essay Question and Rubric”
- 1 class map of the United States
- Highlighters (one per student)
- Bookmark websites that provide background on the Battles of Saratoga.



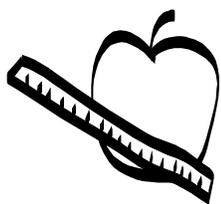
PREPARATIONS

- Make an overhead transparency (or equivalent) of the following:
 - “Saratoga National Historical Park Quarter” page
- Make copies of the following:
 - “Saratoga National Historical Park Quarter” page (one per student)
 - Create document analysis worksheets for multiple types of documents (letter, report, diary, etc.)
 - “The Battles of Saratoga Essay Question and Rubric” (one per student)
- Familiarize yourself with the Trumbull painting by visiting the Architect of the Capitol Web site at www.aoc.gov/capitol-hill/historic-rotunda-paintings/surrender-general-burgoyne. Bookmark this page if you have projection capability.



CONNECTIONS

- Social Studies
- Language Arts
- Art



Fact Checking History



STANDARDS

Common Core State Standards

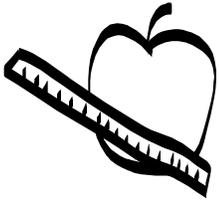
- Literacy Standards for Social Studies
 - CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - CCSS.ELA-LITERACY.RH.11-12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- Literacy Standards for English Language Art – Writing Informational Text
 - CCSS.ELA-LITERACY.W.11-12.2.A: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
 - CCSS.ELA-LITERACY.W.11-12.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - CCSS.ELA-LITERACY.W.11-12.2.D: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - CCSS.ELA-LITERACY.W.11-12.2.E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - CCSS.ELA-LITERACY.W.11-12.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 - CCSS.ELA-LITERACY.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

National Council of the Social Studies Standards

- II.d identify and use various sources for reconstruction the past, such as documents, letters, diaries, maps, textbooks, photos, and others.

National Visual Arts Standards

- 9-12.4. Content Standard: Understanding the visual arts in relation to history and cultures.



Fact Checking History

Achievement Standard: Students:

- a. Know that the visual arts have both a history and specific relationships to various cultures
- b. Identify specific works of art as belonging to particular cultures, times, and places
- c. Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Obverse (front)
- Corroboration



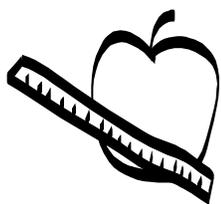
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of primary and secondary sources, annotating text, and the American Revolutionary War.



STEPS

1. Display and examine the “Saratoga National Historic Park Quarter” page. Locate this site on a class map. Note its position in relation to your school’s location.
2. As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site—one from each state, territory, and the District of Columbia.
3. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Ask the students to read the inscriptions on the image of the coin’s reverse. Ask the students what information may be inferred from the inscriptions. As students make their inferences, list them on the board or chart paper. Student responses should include that the British surrendered in Saratoga, New York, in 1776; that this must be an important event in United States history since it is inscribed on United States currency; and that “E Pluribus Unum” means “Out of Many, One.”



Fact Checking History

4. Explain that the image depicts the surrender of the British General John Burgoyne to the American General Horatio Gates. Have the students examine the coin image again to identify which hand belongs to Burgoyne and which to Gates. Have the students justify their answers with support from what they know about the event and the image.
5. Display the painting, “The Surrender of Burgoyne at Saratoga, October 17, 1777,” by John Trumbull, 1821. Tell the students that this painting is on display in the Capitol Rotunda in Washington, DC. If available, use computer projection and the Internet site www.aoc.gov/capitol-hill/historic-rotunda-paintings/surrender-general-burgoyne to display high-resolution images that can be examined more closely.
6. Emphasize to the students the two figures in the center of the painting, one handing his sword to the other. Lead the students to make the connection between the coin design and the painting. Ask the students to identify the two figures at the center of the painting.
7. Ask the students to point out other details in the painting that provide information about the battles and surrender at Saratoga. Student observations should include: time of year (fall), weapons used (cannon, swords, rifles), and cavalry transportation (horses).
8. Ask the students what inferences they can draw about the battles based on the painting and its present location in the Capitol Rotunda. The students should infer that these were important battles during the American Revolution and that they helped the Americans win their independence.
9. Give the students background information about the painting and the artist from the website Architect of the Capitol at www.aoc.gov/capitol-hill/historic-rotunda-paintings/surrender-general-burgoyne.
10. Lead a class discussion about the reliability of the painting as a source of information. Students should note the creation date of 1821. Have them discuss whether it was possible for the painter to have been an eyewitness to the event. Ask them how they could locate this information.
11. Tell the students that analyzing the primary sources is only the first step in corroborating sources of information. The next step is to return to the “Turning Point” worksheet and confirm the accuracy of the information in this secondary source against the primary sources.
12. Facilitate a class discussion about why it is important to corroborate sources of information in history. Ask the students if they think this is a skill that can be applied to other academic fields or in daily life. Have the students provide specific examples and details with their answers.



Fact Checking History

13. Tell the students that tomorrow they will write an essay explaining the importance of the corroboration of sources of information in daily life.
14. Distribute the “Battles of Saratoga Essay Question and Rubric.” Review the essay question and rubric with students.
15. Allow time for the students to write the first draft of their essays. Provide individual assistance as needed.
16. Allow time for peer editing and feedback.
17. Have the students write the final version of their essay.
18. Have the students fill in the self-assessment on their rubric. Collect the rubrics and essays.



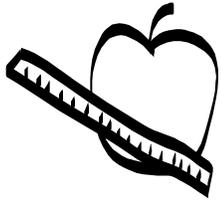
ASSESSMENT

- Note participation in class discussions.
- Use the “Document Analysis” worksheets, essay, and rubric to evaluate whether the students meet the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students conduct research on the role of Benedict Arnold in the Battles of Saratoga and its impact on his later role in the Revolutionary War.
- Have students research Frederika Charlotte Louise von Massow, wife of Major-General Friedrich Riedesel, Baron of Eisenbach and commander of German troops.
- Have students select a topic from their textbook and conduct research to find primary sources that corroborate or refute the information in their textbook.
- Examine additional paintings by John Trumbull and use the “Analyzing Photographs and Prints” worksheet at www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf



Name _____

The Battles of Saratoga Rubric

Directions: Write a five-paragraph essay on the question below using the rubric as a guide.

Question: Explain how corroboration of information helps us be well-informed and knowledgeable citizens in today's world. Support your answer with details and examples.

Rubric Entry	4	3	2	1	Self	Tchr
Language (including metaphor, simile, and analogy)	Used precise language, domain-specific vocabulary, and literary techniques.	Used mostly correct language, domain-specific vocabulary, and literary techniques.	Used some correct language and domain-specific vocabulary.	Used little correct language or domain-specific vocabulary.		
Details	Supported the topic thoroughly with significant and relevant facts, extended definitions, concrete details, quotations, and examples.	Supported the topic with significant and relevant facts, extended definitions, concrete details, quotations, or examples.	Supported the topic with relevant facts, definitions, details, or other information.	Somewhat supported the topic with facts, definitions, and details.		
Transitions	Used appropriate and varied transitions and syntax to link sections, create cohesion, and clarify the relationships among complex concepts.	Used appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex concepts.	Used transitions to link the major sections of the text and create cohesion among concepts.	Used few transitions to create cohesion and clarify complex concepts.		
Style/tone	Established and maintained a formal style and objective tone while adhering to the conventions of the discipline in which written.	Established and maintained a formal style and objective tone.	Somewhat established and maintained a formal style and objective tone.	Somewhat maintained a formal style.		
Conclusion	Provided a concluding statement or section that follows from and supports the explanation presented.	Provided a concluding statement or section that supports the explanation presented.	Provided a concluding statement that somewhat supports the explanation presented.	Provided a concluding statement that does not support the explanation presented.		
Organization	Clearly organized with the task, purpose, and audience in mind.	Organized with the task, purpose, and audience in mind.	Somewhat organized and understandable.	Poorly organized, hard to understand.		

Student Reflection

Teacher Comments



Saratoga National Historic Park Quarter



The United States of America

