

# Saratoga National Historical Park

## Loyal to Whom? – Video-Based Virtual Lesson

### Grades 4-7

Anticipated length: 45 minutes



### LESSON PLAN

**\*NOTE:** Saratoga NHP, like all National Park units, needs to count the number of education programs and number of students we serve each year. These data help secure needed funding for the following year(s).

You can help Saratoga NHP immensely simply by letting the Park know by e-mail:

- When you use this lesson (date)
- What grade level
- How many students
- What school –while not reported, this last point gives us valuable insight into how far we’re able to reach with this learning product
- Any thoughts on the program—which helps us with this and upcoming programs/materials

You can e-mail this information to the park at [SARA\\_education@nps.gov](mailto:SARA_education@nps.gov)

**Welcome** to Saratoga National Historical Park’s first virtual lesson, “Loyal to Whom?” Born of necessity for reaching schools during COVID-19 and its range of in-person, hybrid, and fully virtual teaching, “Loyal to Whom?” is also the Park’s first formal application of a “facilitated dialogue” presentation in development for a few years. While some of the original, highly-interactive components have been adapted for asynchronous learning, “Loyal to Whom?” still uses components of a presentation tested—quite successfully—with several teacher focus groups.

### Goals:

1. Students will gain a better understanding of the primary responses to/perspectives on American Independence at work in the US during the American War for Independence (AWI) and the Battles of Saratoga.
2. students will be able to use primary source materials to explore and evaluate these perspectives.

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### **Objectives:**

1. Students will be able to list/name the three main responses to/perspectives on American Independence in the US during that period in history.
2. Students will be able to describe/explain each of these perspectives.
3. Students will be able to analyze and explain pros and cons of these perspectives
4. Students will be able to formulate their own responses to these perspectives and related issues.

### **Theme Statement:**

Loyalty was an essential component of the American War for Independence.

### **Theme Question:**

How did the issue of loyalty affect area inhabitants during the Battles of Saratoga?

**Initial Dialogic Question:** To whom are you loyal?

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### **Common CORE ELA and Literacy and NYS Social Studies Framework Standards for “Loyal to Whom?” Video-Based Lesson**

#### **GRADE 4**

##### **Common Core**

NOTE: depending on how you read the standards, you may find more apply than just what is listed below.

##### **Language**

<b>4.L.1</b>	<b>7.L.1</b>
<b>4.L.3</b>	<b>7.L.2</b>
<b>4.L.6</b>	<b>4.L.6</b>

##### **Reading Foundational Skills**

**4.RF.4**

##### **Reading Informational**

<b>4.RI.1</b>	<b>7.RI.1</b>
<b>4.RI.3</b>	<b>7.RI.2</b>
<b>4.RI.4</b>	<b>7.RI.3</b>
<b>4.RI.7</b>	<b>7.RI.7</b>
	<b>7.RI.8</b>
	<b>7.RI.9</b>

##### **Reading Historical/Social Studies**

**6-8.RH.1**  
**6-8.RH.2**  
**6-8.RH.8**

##### **Speaking and Listening**

<b>4.SL.1</b>	<b>7.SL.1</b>
<b>4.SL.2</b>	<b>7.SL.2</b>
<b>4.SL.3</b>	<b>7.SL.3</b>

##### **Writing**

<b>4.W.1</b>	<b>7.W.1</b>
<b>4.W.2</b>	<b>7.W.2</b>
<b>4.W.3</b>	<b>7.W.3</b>
<b>4.W.4</b>	<b>7.W.6</b>
<b>4.W.8</b>	<b>7.W.9</b>
<b>4.W.9</b>	<b>7.W.10</b>

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**4.W.10**

**Writing HS/S/T**

**6-8.WHST.1**

**6-8.WHST.2**

**6-8.WHST.6**

**6-8.WHST.9**

**6-8.WHST.10**

## **NYS SOCIAL STUDIES PRACTICES**

### **GRADE 4**

**A. Gathering, Interpreting, and Using Evidence: 1, 2, 3, 4, 5, 6**

**B. Chronological Reasoning and Causation: 1, 2, 3, 4, 5, 6**

**C. Comparison and Contextualization: 2, 3, 4, 5**

**D. Geographic Reasoning: 4, 5**

**E. Economics and Economic Systems: 1, 2, 3**

**F. Civic Participation: 1, 2, 3, 4, 5, 6, 8**

### **NYS SOCIAL STUDIES KEY IDEAS INVOLVED**

#### **4.1 Geography of NYS**

**4.1a**

#### **4.2 Native American Groups**

**4.2b**

**4.2c**

#### **\*4.3 Colonial and Revolutionary Period in NY**

**4.3b**

**4.3c**

**\*4.3d**

#### **4.4 Citizens rights and freedoms**

**4.4e (rights and responsibilities: historical precedent)**

#### **4.5 In Search of Freedom**

**4.5a (viz. Enslaved Blacks choosing a side or being ordered to military service)**

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## Loyal to Whom? – Video-Based Virtual Lesson

### GRADE 7

### NYS SOCIAL STUDIES PRACTICES

A. Gathering, Interpreting, and Using Evidence: 1, 2, 3, 4, 5, 6

B. Chronological Reasoning: 1, 2, 3, 4, 5, 6, 8

C. Comparison and Contextualization: 1, 2, 3, 4, 5, 6

D. Geographic Reasoning: 1, 3, 4, 5, 6

E. Economics and Economic Systems: 1, 3, 6

F. Civic Participation: 1, 2, 3, 4, 5, 6, 7, 8, 9

### NYS SOCIAL STUDIES KEY IDEAS INVOLVED

#### 7.1 Native Americans

7.1a

#### 7.2 Colonial Developments

7.2b

7.2c

7.2d

7.2e

#### \*7.3 American Independence

7.3a

7.3b

7.3c

7.3d

#### 7.4 Historical Development of the Constitution

7.4a

**PRELIMINARY NOTE:** this lesson was designed as a fully virtual one. It can, however, be re-tooled with minimal effort on your part for varying degrees of in-person learning if your school is able to do so. Basically, you're just doing everything in class, probably over 2 class periods or a bit less; that will depend on the length of a class for your school.

As a fully virtual lesson, there are multiple ways some of the lesson details might be delivered may vary based on your school's virtual learning platform. We can't know all the possibilities there, so we took a simplified approach that multiple educators we asked indicated could be adapted, with minimal effort, for the different platforms with which they're familiar.

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## Loyal to Whom? – Video-Based Virtual Lesson

Please read through the entire Lesson Plan to determine how best to present the content to your students. We offer suggestions, but you know your system best!

**Learning platform:** delivery of lesson components may vary, based on your school's platform. The variety of those platforms creates questions you will be best positioned to answer:

- should you simply provide a list of links to the Saratoga NHP webpage for students to go to and download the Activity Packet and view the videos?
- could you download the Activity Packet from the Saratoga NHP webpage then upload it to your school's platform for students to access there, along with links for the videos?
- is your platform better suited to students downloading the Activity Packet, working on it, then submitting it electronically?
- ...or does that platform let students do their work directly through the platform (viz. "cloud" based) and save their work right there?
- if students work directly on the platform, will they need to continue saving their work, as our videos will say, or does the platform auto-save so you can tell your students to ignore the "save your work" instructions?

**In-person learning:** the lesson is readily adapted for in-person, whole-class learning. If you're using this as in-person learning, some easy adaptations are needed:

- you may be photocopying packets to hand out, or having students work on computers, whatever works best for you
- let your students know, before viewing the videos, that references to saving their work obviously won't apply since you'll all be working on this together
- make sure to pause the videos, shown via whiteboard or other projector system, where prompted so students can answer questions in the Activity Packet
- the first part of the Summary Activity could use sticky notes or index cards (or sheets of paper) and masking tape for students to create a "wall of ideas"
- the second part of the Summary Activity will obviously be in person too—but you'll still pre-assign the groups and with the loyalty perspectives they'll discuss

Naturally, you'll provide those adaptive instructions for your students, so they don't get confused by the primary-format instructions.

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## Loyal to Whom? – Video-Based Virtual Lesson

### **MATERIALS / RESOURCES NEEDED**

All the lesson materials will be available on the Saratoga National Historical Park website. Specifically, on the “Education” page, there will be a link labeled “Loyal to Whom?” and that linked page will have the resources.

**Main webpage:** [www.nps.gov/sara](http://www.nps.gov/sara)

**Education – Curriculum Materials Page:**

[www.nps.gov/sara/learn/education/curriculummaterials.htm](http://www.nps.gov/sara/learn/education/curriculummaterials.htm)

1. Students’ computers/tablets:
  - a. able to access video clips, download/upload, and work on and save Word documents
  - b. able to work within school’s learning platform for synchronous virtual classroom interactions (needed for the final activity)
2. Reasonably good student Internet access for downloads/uploads, virtual classroom interactions, viewing video clips (NOTE: video clips only run about 5+ minutes each)
3. Teacher Lesson Plan (this document)
4. Student Activity Packet
5. Introductory video
6. Neilson video
7. Bemus video
8. Freeman video
9. Summary video

NOTE: if student Internet access is potentially a problem, suggested workarounds for certain activities will be made where applicable.

ACCESSIBILITY NOTE: all the videos use Audio Description (AD) information where applicable and have Closed Captioning (CC) available as well. That CC component is made available through the NPS website and may not work if downloaded.

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### **ASSESSMENT / GRADING**

Informal research on teacher needs during virtual learning revealed grading and measuring student engagement to be challenging areas. With that in mind, “Loyal to Whom?” was designed with several objectives:

- bringing a Park Ranger into the learning environment virtually
- doing so in an asynchronous, “on-demand” manner
- incorporate high-quality, primary source-based instructional material
- offer meaningful opportunities for student engagement
- document that student engagement and learning in ways educators can use within their own assessment or grading system(s)
- provide opportunities for extended learning through small group and whole-class work
- suggest opportunities for additional learning and engagement

Whether you end up using this lesson for a participation grade(s), homework, quiz grade, project grade, or other assessment(s), we designed it to be flexible enough to serve your needs.

If you have additional suggestions to help improve or expand this lesson, we’re listening! Feel free to e-mail us at [sara\\_education@nps.gov](mailto:sara_education@nps.gov)



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## Loyal to Whom? – Video-Based Virtual Lesson

### PROCEDURE

#### FAMILIARIZATION AND PREPARATION – approximately 2 hours

Using your web browser, navigate to the Saratoga NHP website and the “Education – Curriculum Materials” page for the “Loyal to Whom?” materials, **Education – Curriculum Materials Page:** [www.nps.gov/sara/learn/education/curriculummaterials.htm](http://www.nps.gov/sara/learn/education/curriculummaterials.htm)

1. and bookmark the page
2. Download the Activity Packet
3. Review the Packet
4. Review the videos and Packet to understand how they work together
5. Decide on a file naming system for students to use when saving their Activity Packet to submit for grading. Something as simple as “L2W\_*lastname*.doc” or “L2W\_*student initials*.doc” could work, but your school may have specific rules affecting this.
6. Prepare the “Group Share” activity space you will use for students to share their answers for the Summary section’s first question. Based on your platform of preference, this could be:
  - a. students simply entering (copy and paste from Activity Packet) answers in a Chat Box feature
  - b. students creating “sticky notes” that they share on a virtual white board
  - c. students reading their answers aloud
  - d. or another option based on your platform
7. Prepare the Breakout Groups for students to complete the Summary section’s second question:
  - a. decide which students will be in each of three groups
  - b. assign one loyalty perspective to each group—students will have already created some ideas on each one to be ready to participate in this Summary activity
  - c. assign or have students select someone to report their group’s responses to the class
  - d. give students several minutes to share and discuss their defenses of the assigned loyalty perspective
  - e. have each breakout group’s reporter share their answer with the rest of the class
8. Provide students with electronic copy of Activity Packet and the Saratoga NHP page link for the videos.

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### INTRODUCING THE LESSON – approximately 15 minutes

1. Provide Activity Packet to your students by either...
  - a. Uploading it to your preferred platform’s document sharing site for students to download, OR...
  - b. Direct students to the Saratoga NHP website and the “Education” page for the “Loyal to Whom?” materials and have them download it directly—you may need to help them navigate there by providing the link
2. Make sure students bookmark the “Loyal to Whom?” page so they can easily get to the videos
3. While the Activity Packet is designed to be largely self-directed, it is recommended to read through the Welcome Page (page 1) and the Introduction Page (page 2) with students, both as a basic introduction and to instruct your students to:
  - a. put their name on their Activity Packet
  - b. use the file naming system of your choice
  - c. remind them to save often
  - d. let them know how and how frequently you’ll be grading/assessing their work (e.g., participation grade with submitting work after each section, quiz grade with submitting work for the first 4 sections all at once, etc.).
4. Have students begin viewing the video clips and completing the Activity Packet
  - a. Students may benefit from having you explain the procedure for viewing the videos and answering questions in the Activity Packet as directed.

### THE LESSON COMPONENTS

Each of the first four sections—Introduction, John Neilson, Jotham Bemus, John Freeman—has its own video and section in the Activity Packet. Each is designed to provide its own guidance and directions.

Each video clip is roughly 5 minutes long and has 1-2 corresponding questions in the Activity Packet. Estimated time to complete each section is perhaps 7 – 10 minutes. As their formats are basically identical, you may find it easier to have students complete those first four sections and submit their work for assessment.

**NOTE:** knowing limited Internet connectivity may be an issue, the video clips are deliberately kept short. As such, they could even be viewed with “buffering” delays. Likewise, groups of students could potentially gather at a library, community center, or similar setting to view the videos—no copyright infringement or licensing issues here!

**NOTE:** again, knowing limited Internet connectivity may be an issue, the simple Word document format is readily uploaded, or even e-mailed, for assessment/grading purposes.

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The final, “Summary” section also has its own video but is more complex. Both response components in that section are to be completed by students with the Summary video, and their responses will then also be shared in larger-group settings:

- Students’ answers to the Summary’s first question are intended for a “Group Share” done as a whole class (see PROCEDURE item 6 above). Here, students will copy and paste their answers to the first question and share them in the Group Share mode you choose.
- Students’ answers to the Summary’s second question are intended for use in Breakout Groups and whole-class interaction.

**NOTE:** if limited Internet connectivity is an issue, you could:

- have students simply upload or e-mail their Activity Packet for assessment/grading, since they will already have created responses for all 3 loyalty perspectives in the Summary’s second question.
- have students mail in their completed Packet.

### POST LESSON

The Activity Packet has several suggestions for additional activities. These include ideas to encourage students to move “from screen to green” (another teacher need / goal noted in our initial research for this activity) and get outside for at least a short time.

While obviously intended to help students get outside, as weather permits, these activities include several different learning areas as well, including STEM (observation and hypothesis as part of environmental science, applied engineering/design, math), art/creativity, and English/Language Arts.

**NOTE:** one of the suggested activities is a visit to Saratoga National Historical Park. If you’re within a reasonable distance from the park, this is a unique opportunity to explore the real thing! Contact the Education Specialist at [SARA\\_education@nps.gov](mailto:SARA_education@nps.gov) for more information about field trips.

As to when the park is open, it is a little complex, as parts of the park may be open while other parts may be closed, depending on the season or other factors. There’s no “one size fits all” answer to that. There are 5 parts to Saratoga NHP. The following table may help:

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SITE	GROUP-FRIENDLY	LOCATION	OPEN SEASON
Saratoga Battlefield	Yes	Battlefield	<ul style="list-style-type: none"> <li>pedestrians: sunrise-sunset daily (hiking trail, walking on Tour Road, bicycling Tour Road when clear of ice and snow)</li> <li>Tour Road open for driving April 1 – May 30 from 9 AM to 5 PM daily</li> <li>Tour Road open for driving June 1 – Labor Day from 9 AM – 6 PM daily</li> <li>Tour Road open for driving after Labor Day – Eastern Standard Time change from 9 AM – 5 PM daily</li> <li>Tour Road open for driving from Eastern Standard Time – November 30 from 9 AM – 4 PM daily</li> <li>NOTE: Tour Road closed Thanksgiving Day</li> <li>Tour Road closed from December 1 – March 30</li> </ul>
Philip Schuyler House	No	8 miles north of Battlefield	Open hours and days vary by season, call park at 518-670-2985 for details
Saratoga Monument	No	8 miles north of Battlefield	Open hours and days vary by season, call park at 518-670-2985 for details
Victory Woods	Possibly	8 miles north of Battlefield	Open to pedestrian use only, sunrise – sunset daily, not maintained in winter
Saratoga Surrender Site	Possibly	7 ½ miles north of Battlefield	Open to pedestrian use only, sunrise – sunset daily, not maintained in winter

If you're planning to visit us, our address is:

Saratoga National Historical Park  
 648 Route 32  
 Stillwater, NY 12170

That's both our mailing and our physical address for Saratoga Battlefield, the main part of the park. If using a mapping / navigation app, you may find it useful to enter "Saratoga Battlefield."

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### **SPECIAL THANKS**

For all their help in initial planning, information gathering, materials testing, and review, our special thanks to the following:

- Stillwater Central School, Stillwater, NY
- Pleasant Valley Elementary School (Schenectady City School District), Schenectady, NY
- C.W. Shipley Elementary School, Harpers Ferry, WV
- Northville Central School District, Northville, NY
- Saratoga Independent School, Saratoga Springs, NY
- Fred J. Page Middle School (Williamson County Schools), Franklin, TN