

***The World Turned Upside Down: Children of 1776*** by Ann Jensen (Tidewater Publishers, 2001. ISBN: 978-0-87033-534-1)

**Literature Annotation:** This story of a family who lived in Annapolis during the American Revolution shows the tumultuous times that turned their world upside down. From the burning of the ship *Peggy Stewart* during the Annapolis "tea party" to the war's end, the five Sands children and their parents were a part of events that created a new nation.

**Grade Level:** 4<sup>th</sup> Grade

**Duration:** 2-3 Class periods

### **Maryland State Curriculum**

**Economics Standard:** Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.2.a Describe how scarcity and the availability of economic resources determine what is produced and the effects on consumers (Grade 4)

4.A.4.b Describe how specialization results in the interdependence of people (Grade 4)

**History Standard:** Students will examine significant ideas, beliefs and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

5.C.1.a Describe Maryland colonists' reaction to changing economic policies from England using events that led to the American Revolutionary War (Grade 4)

**People of the Nations and World Standard:** Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.

2.B.1.a Describe the contributions of past Maryland leaders (Grade 4)

**Objectives:** Students will be able to...

- identify the goods and services available in Colonial Annapolis.
- describe services performed by different people in Colonial Annapolis.
- analyze the importance of Colonial Annapolis and its citizens to the success of the American Revolution.

### **Vocabulary**

**goods:** physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture.

**services:** physically intangible actions that can be performed to satisfy economic wants, including but not limited to medical care, dental care, haircuts, education, police protection, fire protection and national defense

**tax:** mandatory payment to the government to defray the costs of goods and services provided by the government.

## Teacher Materials

- Teacher Resource Sheet #1: *World Turned Upside Down*
- Teacher Resource Sheet #2: *Question-Answer-Relationships*
- Map of Maryland
- 2-4 sentence strips

## Student Materials (Per Group)

- 1 copy of *World Turned Upside Down*
- Magnifying lens
- 2-4 sentence strips
- 1 baggie of loose tea
- Student Resource Sheet #1: *Question-Answer-Relationships: Maryland and Annapolis in 1776*
- Student Resource Sheet #2: *Question-Answer-Relationships: The Sands Family and Their Life in Colonial Annapolis*
- Student Resource Sheet #3: *Question-Answer-Relationships: The Maryland Line*
- Student Resource Sheet #4: *Life in Annapolis*

## Resources

“The World Turned Upside Down” <http://www.contemplator.com/england/worldtur.html>

## Teacher Background

Governor Francis Nicholson’s development of Annapolis came shortly after the General Assembly voted to move the state capital from St. Mary’s City to Arundell Towne (now Annapolis). His plan featured two circles around the State House and St. Anne’s Episcopal Church. Many goods were exported from its shores including furs, grain, tobacco, and raw iron. Back from England came manufactured goods: needles, tools, cloth, glass, furniture, and other much needed and wanted goods.

Maryland progressed from a simple agricultural economy to one which could create its own industry and manufacture some of its own goods. This did not please England who depended on the colonies to pay for the English army. Laws were passed limiting colonial manufacturing and America’s active shipping trade.

In 1765, England began directly taxing the colonists. Paper, molasses, stamps and tea were all subject to taxes. Marylanders came together and decided not to trade with England. Between December 1773, and October 1774, many cities along the Atlantic coast held their own tea parties protesting Parliament’s tax on tea. The Annapolitans, along with the rest of the colonists, wanted to have a say in what the Parliament did when it made laws that affected people in America.

On October 14, the brig, *Peggy Stewart*, named for owner Anthony Stewart’s daughter, sailed into Annapolis containing a large cargo of tea. The Annapolitans, and especially the Sons of Liberty, were not content with a simple apology. Stewart was forced to run his ship aground and torch it.

Ships stopped coming from England with goods to fill stores. A brew called “Liberty Tea” replaced tea.

### **Motivation**

Display Teacher Resource Sheet #1: *World Turned Upside Down*. If possible, play “The World Turned Upside Down” (available at <http://www.contemplator.com/england/worldtur.html>). Ask: What does “the world turned upside down” mean?

### **Development**

1. Divide students into groups. Give each group a baggy filled with loose tea and a magnifying lens. Have students examine (using scientific process) to determine contents. Ask: What is in the baggy? How could tea lead to a “world turned upside down?”
2. Display a map of Maryland. Have students locate Annapolis. Direct them to the map of colonial Annapolis on page 42 of *The World Turned Upside Down*. Ask: What are Annapolis’ physical features? (*Severn River, Carroll’s Creek*) What type of goods and services might be available in colonial Annapolis? (*Shipping, boat building, etc.*)
3. Explain to the students that they will be learning about a time in Maryland history when the “World Turned Upside Down” for the citizens of Annapolis.
4. Read Chapter One of *The World Turned Upside Down*. Discuss the chapter with students. Work with them to create 2-4 sentences that summarize the chapter. Write the sentences on sentence strips and post them on the board.
5. Break students into 4 groups. Assign each pair one of the remaining chapters of *The World Turned Upside Down*. Have students read their chapter and discuss the main idea and major events. They should use sentence strips to write 2-4 sentences that summarize their chapter.
6. After all groups have finished, re-visit the summary of Chapter One. In sequence, groups should read and post their summaries. Allow time for student questions and discussion.
7. Have students revisit the beginning of this lesson. Ask:
  - What does “the world turned upside down” mean?
  - How could tea lead to a “world turned upside down”?
  - What goods and services were available in Colonial Annapolis?

8. Explain to students that *The World Turned Upside Down* is a piece of historical fiction. That means that it is a fictional story based on real events. Tell them that they are going to be learning more about the history behind the book that they have just read.
9. Reconfigure students into 3 groups. Assign each group one of the Question-Answer-Relationship resource sheets (Student Resource Sheets #1-3). Groups should read their assignment and complete the resource sheet.

*Teacher Note: You may need to use Teacher Resource Sheet #2 to teach students about the different types of Question-Answer-Relationships.*

10. After groups have read and answered their assigned questions, have them create a presentation based on their assigned topics. (The presentation could take any format: poster, power point, skit, etc.) Have all groups present. Discuss.

### **Assessment**

Have students respond to the following prompt:

Was life in Annapolis “turned upside down” by the American Revolution?

Write an essay describing how life in Annapolis was either the same or different during the American Revolution. Make sure to include information about the following:

- Goods and services
- Types of people performing goods and services

*Teacher Note: You may wish to use Student Resource Sheet #4: “Life in Annapolis” as a pre-writing activity or as an alternate assessment.*

*World Turned Upside Down*

**If buttercups buzz'd after the bee,  
If boats were on land, churches on sea,  
If ponies rode men and if grass ate the cows,  
And cats should be chased into holes by the  
mouse,  
If the mamas sold their babies  
To the gypsies for half a crown;  
If summer were spring and the other way  
round,  
Then all the world would be upside down.**



## Question-Answer-Relationships

### In the Book



*Right There:*  
Questions and Answers come from the same sentence.

*Think and Search:*  
Need to look at more than one sentence or answer.



### In My Head



*Author and Me:*  
Answer is not in the reading. Think about what I know and how it fits with what I read.

*On my Own:*  
Answer is not in the reading. Think about my own experiences.



**Question-Answer-Relationships:  
Maryland and Annapolis in 1776**

**DIRECTIONS:** For each question below, identify the type of Question-Answer-Relationship (RIGHT THERE; THINK and SEARCH; AUTHOR and ME; ON MY OWN) and write the answer to the question.

Question	Type of QAR	Answer
What are the names of the Marylanders who signed the Declaration of Independence?		
What types of goods were available in Colonial Annapolis?		
What types of services were available in Colonial Annapolis?		
Why was Annapolis an important city during the Revolutionary War?		
How did Marylanders support the Revolutionary cause?		

**Question-Answer-Relationships:  
The Sands Family and Their Life in Colonial Annapolis**

**DIRECTIONS:** For each question below, identify the type of Question-Answer-Relationship (RIGHT THERE; THINK and SEARCH; AUTHOR and ME; ON MY OWN) and write the answer to the question.

Question	Type of QAR	Answer
What was John Sands' occupation?		
What was an "ordinary"?		
Why was an ordinary important in Colonial times?		
Who helped Mr. Sands in his businesses?		
What types of chores did Colonial children do?		

**Question-Answer-Relationships:  
The Maryland Line**

**DIRECTIONS:** For each question below, identify the type of Question-Answer-Relationship (RIGHT THERE; THINK and SEARCH; AUTHOR and ME; ON MY OWN) and write the answer to the question.

Question	Type of QAR	Answer
What was the “Maryland Line”?		
Why is Maryland called “The Old Line State”?		
How was the “Maryland Line” important to the American Revolution?		
In which battles did the “Maryland Line” fight?		
What role did Annapolis play in the end of the American Revolution?		

*Life in Annapolis*

**Before the American  
Revolution**

**During the American  
Revolution**

