

When Washington Crossed the Delaware by Lynne Cheney. New York, Simon & Schuster Books for Young Readers, 2004. ISBN 0-689-87043-4

Grade Level: 5

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.1 Explain that resources were limited relative to economic wants for goods and services in Colonial America
- 4.A.2.b Describe how available resources affected specialization
- 4.A.4.a Analyze examples of specialization
- 4.A.2.c Analyze how changing from a British colony to an independent nation affected economic resources, production, and economic wants

Geography Standard: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- 3.A.1 Use geographic tools to locate places in Colonial America

College and Career Ready Standards for Reading Informational Text

- RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI3 Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.
- RI4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI5 Describe the overall structure (e.g., chronology) of events, ideas, concepts, or information in a text or part of a text.

Objectives: Students will be able to...

- determine the location of the events depicted in the text on a map
- identify what the author was trying to convey via quotations
- explain the role of scarcity, specialization and human/natural/capital resources in the Battle of Trenton
- compare a primary source document's description of the Battle of Trenton against the information in the text to determine the accuracy of the text
- design and write a postcard describing the battle and the role economics played

Vocabulary

human resources: Workers; the health, strength, talents, education and skills that humans can use to produce goods and services

natural resources: Gifts of nature that can be used to produce goods and services

capital resources: Tools; the goods that are manufactured and constructed by people and used to produce other goods and services

specialization: The production of a narrower range of goods and services than is consumed by an individual or group.

scarcity: Not having enough resources to satisfy all wants

Teacher Materials

- Wrapped gift box with a copy of the book *Washington Crossing the Delaware* and card stock slips from Resource 5 inside
- Map of the Middle Colonies (roller map or a transparency)
- Copies of Resource 2a: *Productive Resources* with headings and boxes cut out and placed in a zippered snack bag (1 bag per 2-4 students)
- Copy of Resource 3: *The First American Christmas* for projection on an overhead or document camera
- Copy of boxes on Resource 5 printed on card stock, cut out and placed in gift box

Student Materials

- Copy of Resource 1: *What Was the Author Trying to Convey? Economic Concepts in Literature!*
- Copy of Resource 2b (1 per student, pair or group)
- Copy of Resource 3: *The First American Christmas* (1 per student)
- 3 different colored highlighters or colored pencils (**red** for human resource; **green** for natural resource and **blue** for capital resource)

Teacher Background: A working knowledge of the life of George Washington and the American Revolution.

Motivation

Show the class the wrapped gift box. Ask them to speculate what might be in it. (List responses on the board.) Define **human**, **natural** and **capital resources** for the class. Have them discuss the human, natural and capital resources that went into the production of the item. (EX: Shirt: human resource = seamstress; natural resource = cotton; capital resource = sewing machine). Remove the lid and take the book out of the box and show it to the students. Discuss the human, natural and capital resources that went into the making of the book such as the author (human), wood/cotton (natural), printing/binding machine (capital).

Share the illustrations* and text features in *When Washington Crossed the Delaware* with the students, showing artistic techniques such as: low light and dark colors for night scenes and wintry weather conditions. Discuss how the artist paints each selection to accompany the text. Also, point out the famous quotes listed on each page of the text.

Ask students what the illustrations tell you about the gist of the story. (Revolutionary War battle; troops moving at night; river crossing, etc....) Let's see how this story connects to the concept of a "gift."

***Note to Teacher:** In *Washington Crossing the Delaware*, Peter Fiore's paintings show the hardships that George Washington and his men faced that cold winter, the brutality of the battle and the brave men known and unknown. He has a way of using light that captures the elements of the piece and draws attention to a particular part of the work. An example is the painting where George Washington (center of picture) is meeting with his generals to work out a plan for his surprise attack on the Hessian soldiers. The candlelight shines on General

Washington and others and also on his finger pointing to a specific location on the map. Mr. Fiore uses this same technique effectively throughout the entire book.

Development

1. Conduct a Read-Aloud of *Washington Crossing the Delaware*, sharing the paintings as you read. Encourage students to listen and consider the hardships faced by Washington and his men as you read the story.
2. Project a map of the Middle Colonies. Have Post-a-Notes nearby labeled with the five sites (a-e) listed below, one per Post-a-Note. Have student volunteers come up and place the appropriate Post-a-Note on the following sites:
 - a. Delaware River
 - b. Trenton, New Jersey
 - c. Pennsylvania shore (@ 9 miles upriver from Trenton, NJ)
 - d. Princeton, New Jersey
 - e. Assunpink Creek (south side)

Discuss: Why might this region be so important to the British and Americans? (Close proximity to the cities of New York and Philadelphia.)

3. Define the terms **scarcity** and **specialization**. Have students discuss examples of both with which they are familiar. (EX: scarcity of water, i.e. drought; specialization, i.e. teacher, dairy farmer, eye doctor, etc....) Have students work in groups or on their own to complete Resource 1. When they have finished, have them share their responses. ASK: How did scarcity cause problems for General Washington? (Possible responses: Washington's troops were not at their best due to lack of shoes, tents, etc...yet they were still able to move forward and fight.) ASK: How did specialization affect the battles? (Possible response: General Washington was able to call upon specialized workers, such as the navigators, to get his troops across a dangerous river in boats.)
4. Remind students of the meaning of the productive resources: **human resources**, **natural resources** and **capital resources** and the work that they did in the "Motivation" section of this plan. Explain that in order to "produce" a victory, General Washington had to use human, natural and capital resources to his advantage. Distribute baggies with the items from Resource 2. (1 baggy per 2-4 students) Have students work in their group or pair to place the terms under the correct heading. When all groups are finished, have them report out. Then, individually or in groups, have them complete the writing assignment on Resource 2a.
5. Distribute copies of Resource 3 and project a copy on the overhead or document camera. Read the letter from General Washington to General McDougall together. Explain that the phrasing, punctuation, etc. reflect the style of the 1700s. Then,
 - Compare General Washington's account with the book, *When Washington Crossed the Delaware*. How accurately do think the author portrayed the event?
 - Have students use colored pencils or highlighters (**red** for human resource; **green** for natural resource and **blue** for capital resource) to highlight the human, natural and capital resources that General Washington mentions in his letter

Conclusion

Return to the wrapped box from the lesson “Motivation.” Now that you know the story, let’s see what else is in the box. (Remove the card stock slips with terms on Resource 5.) Have students explain the significance of each gift to the story. Possible responses might include:

- **HOPE:** The soldiers began to hope for victory knowing that they were capable of winning battles.
- **BRAVE DEEDS:** The brave deeds of Washington and selected soldiers inspired other soldiers to be brave and “soldier on” to victory rather than give up and go home.
- **PERSISTANCE:** No matter how scarce supplies were, they did not quit; when the battle was tough, they fought on to victory. Persistence pays off!

Extension

Distribute card stock postcards (see Resource 3) to each student. Have them respond to the following prompt:

General Washington is in New Jersey having just won the Battle of Trenton. Write a postcard from George Washington to Martha Washington on which he describes the Battle of Trenton.

Be sure to:

- Briefly describe the battle using one or more facts from General Washington’s letter to General McDougall
- Include at least one human, natural and capital resource and a specialized worker in your description
- Address your postcard to:
Martha Washington
Mount Vernon Plantation
Mount Vernon, Virginia

When you are finished, you may draw a scene on the back of the postcard depicting an event described in the book, *When Washington Crossed the Delaware*.

What Was the Author Trying to Convey? Economic Concepts in Literature!

Directions: The following quotes are found throughout the book, *When Washington Crossed the Delaware*. Identify each quote as an example of **SCARCITY** or **SPECIALIZATION**. Then, explain your answer.

Example: “Washington sent out a call for more forces.” Scarcity
General Washington didn't have enough soldiers to fight the battle; therefore, we can say that there was a scarcity of soldiers.

1. “On the other side of the river, the British stationed Hessians – German soldiers the British had hired to fight for them.” _____

2. “But Washington had seafarers with him that night who knew how to navigate treacherous waters.” _____

3. “Many marched without shoes and left bloody footprints in the snow.” _____

4. “This night we lay amongst the leaves without tents or blankets.” _____

5. “Many (soldiers) had no jackets to keep them warm.” _____

6. “Captain Alexander Hamilton...would become our country's first Secretary of the Treasury.” _____

Productive Resources

Teacher Directions: Cut out the 3 headings (Human, Natural and Capital resources). Then cut out the 20 boxes below and place them in a zippered snack bag. Make 1 bag per 2-4 students in your class.

HUMAN RESOURCES	NATURAL RESOURCES	CAPITAL RESOURCES
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SLEET	DRUM	BRIDGE	OFFICERS
NAVIGATORS	AXE	MUSKETS	HORSE
CANNON	CREEK	WHEELS	SOLDIERS
FARMLAND	ICE	SHOVELS	TENTS
BLANKETS	FLAGS	BOATS	RAGS

General Washington Uses Resources to Produce a Victory

Directions: Use the 20 productive resources (human, natural, and capital) from Resource 2 to write a brief story about how General George Washington used resources to produce a victory at Trenton and Princeton. Write your story on the lines below. Continue on the back of this sheet if you need extra space.

The First American Christmas

(A letter from George Washington to General Alexander McDougall)

"Gen McDougall

Head Quarters, Newtown 28th December 1776.

I have yours of the 22th and am sorry that Affairs bore so bad an Aspect in your Quarter at that time. But I hope that the late Success at Trenton on the 26th and the Consequence of it, will change the face of Matters not only there but everywhere else. I crossed over to Jersey the Evening of the 25th about 9 miles above Trenton with upwards of 2000 Men and attacked three Regiments of Hessians consisting of fifteen hundred Men about 8 o'Clock next Morning. Our Men pushed on with such Rapidity that they soon carried four pieces of Cannon out of Six, Surrounded the Enemy and obliged 30 Officers and 886 privates to lay down their Arms without firing a Shot. Our Loss was only two Officers and two or three privates wounded. The Enemy had between 20 and 30 killed. We should have made the whole of them prisoners, could Genl. Ewing have passed the Delaware at Trenton and got in their Rear, but the ice prevented him. I am informed that Count Donnop with the remainder of the Army below Trenton, decamped immediately upon this News, and is on his march towards South Amboy. Generals Mifflin, Ewing and Cadwallader have already passed over to Jersey with a Capital Force and I shall follow with the Continental Regiments as soon as they have recovered from the late Fatigue which was indeed very great.

I hope you, Sir, Genl. Maxwell to whom I have wrote, Colo. Vose, Colo. Ford and every Gentleman who is well affected will exert themselves in encouraging the Militia and assuring them that nothing is wanting, but for them to lend a hand, and driving the Enemy from the whole province of Jersey

Pray watch the motions of the Enemy, and if they incline to retreat or advance, harass their Rear and Flanks But at all Events endeavour to collect a Body of men to be ready to join me, or act otherwise as occasion may be.

Your son was mentioned among the first of our prisoners that I demanded in Exchange, but Genl. Howe (or Mr. Loring in his Absence) Sent out others than those I demanded. I have remonstrated to him upon this head and have assured him that I will send in no more prisoners till he sends out the paroles of the Officers taken in Canada.


I am dear Sir

Your most obt Servt

G. Washington"

Source: <http://americanrevolution.org/delxing.html>

Postcard from New Jersey



HOPE

BRAVE DEEDS

PERSISTENCE