Writers of narratives establish a clear sense of time and place while reawakening the people and events of the past.

Battle of Yorktown
Mapping the Musical

M Arnold
Mapping the Musical: Hamilton
Battle of Yorktown 1781

STATEMENT OF INQUIRY (BIG IDEA)
Writers of narratives establish a clear sense of time and place while reawakening the people and events of the past.

"Every heart has so much history. It's my favorite place to start. Sit down awhile and share your narrative with me. I'm not afraid of who you are." - Sara Groves

MATERIALS
HAMILTON The Revolution, being the complete libretto of the Broadway musical with a true account of its creation by Lin-Manuel Miranda
Hamilton the Musical audio CD, edited
Headphones
Rubric: CCSS ELA or Smarter Balance (link in Bibliography)
Unofficial Hamilton Timeline

Teachers Pay Teachers:
- US History – The War of Independence- Yorktown by Mrgrayhistory, $3 – if you don’t buy this pre-made set, you will need to make a blank map for the students to draw on or just use a white sheet of paper 😊
- Prove it or Lose it (The Hamilton Edition) by The Zoo Librarian pp 54-58, $12 – possible to not buy this one if you use online Unofficial Timeline

Optional: Battle of Yorktown Differentiated Activities by Bow Tie Guy and Wife
Optional: Battle of Yorktown Warm Up/Review Lesson by Kris McIntosh
Optional: Alexander Hamilton: Lesson Plan for the Musical by Students of History

Library of Congress
- Map Analysis Task Cards, Image Analysis Task Cards, Audio Visual Task Cards, and Document Task Cards (included)
- ARS Annotated Resource Set (included)
- Primary Source Analysis Tool (link in Bibliography)

OVERVIEW
This lesson can be stand alone however it is intended to be part of an IB MYP narrative writing unit. The unit focuses on how one can create a narrative from sources – historical records, primary sources – using the example of Hamilton, the Musical as a model. The summative unit project is a historical narrative essay of about 800 words. (Not International Baccalaureate IB? No worries! Just leave those pieces out!) This is a multi-disciplinary unit; the unit’s focus is not history based but instead focused on writing from sources. The in-depth historical component happens in our Individuals and Societies course.

In this lesson, students will investigate different media in order to create a map illustrating the locations of the French, British, and American armies at the Battle of Yorktown 1781. It is station based.

IB MYP Key concept: Creativity  AOI/Global Context: Personal and Cultural Expression

Related Concepts: Character, point of view, theme, narrative genre, dialogue
Risk takers: Risk-takers (courageous): We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Geography Essential Question: How can maps illustrate events that happened during the Battle of Yorktown?

STANDARDS

**National Geography Standard 17:** How to apply geography to interpret the past

**Oregon Social Studies Standards:**
- Historical Knowledge 8.1 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations
- Geography 8.10 Interpret maps to identify growth and development of the United States.

**CCSS Language Arts and ELP:**
- Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W8.3a-e
- ELP 6-8.3 An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

BACKGROUND

This lesson falls mid unit. Students’ background knowledge should include an understanding of Alexander Hamilton’s early life, the basics of the Revolutionary War, and Author’s Purpose (PIE). The song Yorktown (The World Turned Upside Down) is in Act One of the musical.

Using the Unofficial Timeline, students will have created a timeline of the events of the musical and converted the timeline into a story arc/plot diagram. (The climax centered on the duel.) This lesson is part of the rising action and will be the moment in history the students enter to write their narrative. Therefore, they need a solid grounding in the events of the battle.

OBJECTIVES

Students will be able to create a map of British, French, and
American forces at the Battle of Yorktown.

Students will be exposed to primary sources from the American Revolution.

- Create a map with the locations of British, French, and American forces during the Battle of Yorktown
- With a partner, I can read different sources, secondary and primary, in order to create my map

<table>
<thead>
<tr>
<th>LANGUAGE FRAMES</th>
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</table>
| **Form and Function:** Describing Location
Simple to Complex sentences using prepositions (e.g. beneath, within, behind, next to)
*consider having an anchor chart of prepositions available* |

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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| **Pre Assessment:** Post-Its/Padlet
**Formative:** Map of armies and their positions, station materials

<table>
<thead>
<tr>
<th>SIOP FEATURES</th>
</tr>
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<tbody>
<tr>
<td>1 2 3</td>
</tr>
<tr>
<td>6 7</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>16 15 13 11 12 10 17 19 20 21 12 22 23 24 26</td>
</tr>
</tbody>
</table>

**Set Up:**

1. Warm Up/Anticipatory Set:
   a. Use your standard warm-up procedure or skip this step

2. Have students read the “I can” objective and predict what primary and secondary sources are or what type they might encounter today as a quick formative pre-assessment – use Post-Its and have them stick it on the white board next to the objective (use different colored Post-Its for different class periods). Have iPads? Consider the website Padlet and post the objective there and have the students post virtual Post-Its to the board.

3. Modeling: Stations
   a. Have a student read the objective aloud and ask another student to repeat the objective but in their own terms/“kid speak” – remind them what the target is
   b. Use the classroom management technique you prefer for stations (GROUPS, jobs, etc.). Re-teach these practiced expectations if needed (rotating around my room table-to-table, waiting for timer to begin, inside voices, treating materials with respect, walking.)
   c. Remind students that they will be risk-takers today by working cooperatively to explore new ideas and we don’t give up when it gets hard. –Have students shout out ideas on how to not give up

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1 Numbers refer to the 30 SIOP Features found on most SIOP checklists, example checklist here: [https://sites.google.com/site/delanophysics/siop](https://sites.google.com/site/delanophysics/siop)
4. Stations
   a. Have the task cards and materials either in buckets or already out at each station. Set a time limit for each station – this helps keep students on task. If you do all the stations proposed, start with 15 minutes and adjust from there. You can eliminate a station if it doesn’t work for you! Or double up, have two sets of three stations – make it yours!
   b. Monitor! Monitor! Monitor! Use a checklist on a clip board so you can write anecdotal notes in the moment.

5. Exit Ticket/Wrap Up: On a half sheet of paper, have students answer the essential question. Tech savvy? Have the students respond on PollEverywhere or Socrative.

**Grading:** You can use the IB rubric for criterion A, B, C, and D – this is a proprietary rubric, so if you are not an IB school please use what you are comfortable with. The Smarter Balance Writing Task rubric is linked in the bibliography. In IB formative assessments are not graded.

**Extension Activities:**

- Write a biography of one of the key people involved
- Create a political cartoon of the battle
- Create a comic strip of the battle
- Write from the perspective of a British soldier or a French soldier
- Write a poem for two voices comparing the experiences of a British Vs American or French soldier
- Create a game board (Candyland) of the battles of the Revolutionary War
- Read a Rev. War novel
- Paul Revere’s Midnight Ride – narrative as poetry
- TPR (Total Physical Response) the battle or write a Reader’s Theater play
- *The Duel: The Parallel Lives of Alexander Hamilton and Aaron Burr* by Judith St George
<table>
<thead>
<tr>
<th>Station</th>
<th>Materials</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>1) Yorktown from Hamilton (Audio CD or CBS YouTube video)</td>
<td>Students listen to the song Yorktown one time through, then they watch the CBS 70th Tony Awards video of the same song. After the second listen, students use the Unofficial Timeline (or the photocopied pages) to read the annotations that go with the song. Last they complete pages 54-58 from Prove it or Lose it (The Hamilton Edition).</td>
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<tr>
<td></td>
<td>2) The World Turned Upside Down (Davis) – Printed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Audio Analysis Task Card(s)</td>
<td>*Photocopies of pp 121-123 from <em>Hamilton the Revolution</em> 2016</td>
</tr>
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<td></td>
<td>*</td>
<td>Students can use the Library of Congress Audio-Visual Analysis task cards while listening too.</td>
</tr>
<tr>
<td>Map Analysis</td>
<td>1) Library of Congress maps (ARS below) – you may want to zoom in on Yorktown</td>
<td>Students use the Library of Congress Map Analysis task cards while viewing a variety of primary source maps, both past and contemporary. Chose the task card that works best for you. Each has different questions and all 12 will be overwhelming, so choose one from each category. Consider using legal sized paper with analysis questions printed on it as a “graffiti wall” where students can write their responses – formative check in.</td>
</tr>
<tr>
<td></td>
<td>2) Map Analysis Task Cards</td>
<td></td>
</tr>
<tr>
<td>Image Analysis</td>
<td>1) Library of Congress images (ARS)</td>
<td>Students use the Library of Congress Image Analysis task cards while viewing a variety of primary source images. Chose the task card that works best for you. Each has different questions and all 12 will be overwhelming, so choose one from each category. Students can jot down their answers on a graphic organizer (Cornell Notes) or on lined paper. *McIntosh items are optional but do add depth to the station by having students consider the images on stamps.</td>
</tr>
<tr>
<td></td>
<td>2) Battle of Yorktown Warm Up/Review Lesson by Kris McIntosh (optional)</td>
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</tr>
<tr>
<td></td>
<td>3) Image Analysis Task Card(s)</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>1) Ebenezer Denny</td>
<td>Students read short passages written by men at the battle. <em>(Short Bio pages of Denny, Washington, and Hamilton, might be useful depending on your class’s background knowledge.)</em></td>
</tr>
<tr>
<td></td>
<td>2) letters from Washington to Cornwall</td>
<td>Pick and choose which pieces of the resource packet by Bow Tie Guy and Wife you wish to use. I wanted the pieces that focused on quotes from the battle.</td>
</tr>
<tr>
<td></td>
<td>3) (optional) Battle of Yorktown Differentiated Activities by Bow Tie Guy and Wife</td>
<td></td>
</tr>
<tr>
<td>Map Creation</td>
<td>1) US History – The War of Independence- Yorktown by Mrgrayhistory</td>
<td>This is the crux of the whole lesson – buy this resource from Teachers Pay Teachers! Once you have a license, you can download and edit his resources. Change up the map by duplicating the answer key slide and then deleting the icons off of it so the final map matched the answer key and was easier for students to compare theirs with mine.</td>
</tr>
<tr>
<td></td>
<td>2) Printed written instructions</td>
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<tr>
<td>SUBJECT</td>
<td>TEACHER</td>
<td>GRADE</td>
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<tr>
<td>Literature &amp; Language</td>
<td>Arnold</td>
<td>Y3 (8)</td>
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</tbody>
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| Interactive Notebook | 1) Alexander Hamilton: Lesson Plan for the Musical by Students of History | Optional station – you may want to use these if you have ELL level 2 or Special Ed students that need extra support. All of my students have Comp. notebooks that we use for notes and other activities. Students complete the interactive pages and paste them into their notebook. |
|                      | 2) Composition Notebook | |
|                      | 3) Glue Stick | |

If you do not use the TpT maps, you can give students blank white paper and have them create the entire map themselves. Be willing to spend more time here as it will double the amount of student work time!
BIBLIOGRAPHY


CBS. 70th Annual Tony Awards – "Hamilton". Accessed on 23 June 2016 https://www.youtube.com/watch?v=RtLKdQW40Xo


<table>
<thead>
<tr>
<th>Annotated Resource Set</th>
<th>Battle of Yorktown</th>
<th>Entrance of Chesapeake Bay 1781</th>
<th>American and French Army Plan 1781</th>
<th>Atlas</th>
<th>Americans make Cornwallis and army surrender</th>
<th>THE SURRENDER OF CORNWALLIS AT YORKTOWN A.D. 1781</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.loc.gov/item/83692840/">https://www.loc.gov/item/83692840/</a></td>
<td><a href="https://www.loc.gov/item/gm71000687/">https://www.loc.gov/item/gm71000687/</a></td>
<td><a href="https://www.loc.gov/item/gm71002175/">https://www.loc.gov/item/gm71002175/</a></td>
<td><a href="https://www.loc.gov/resource/g3701sm.gar00004/?st=gallery">https://www.loc.gov/resource/g3701sm.gar00004/?st=gallery</a></td>
<td><a href="https://www.loc.gov/item/2004670206/">https://www.loc.gov/item/2004670206/</a></td>
<td><a href="https://www.loc.gov/item/2004670530/">https://www.loc.gov/item/2004670530/</a></td>
<td>- I subbed this out for the painting from the Rotunda</td>
</tr>
</tbody>
</table>

Print shows British troops handing over their weapons to the Americans at the surrender at Yorktown, one of twelve scenes depicting the history of the American Revolution. Etchings--German--1780-1790.
<table>
<thead>
<tr>
<th>Ebenezer Denny Diary</th>
<th>BUSHONGO TAVERN FIVE MILES FROM YORKTOWN</th>
<th>Sea Battle Map 1781 – the Battle of the Bay</th>
<th>[CÔTE DE YORKTOWN À BOSTON: MARCHES DE L'ARMÉE.</th>
<th>Screen shot of Yorktown via Google Maps</th>
<th>Yorktown 1781</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diary entry from 1781 October, goes over cease fire at the end of the Battle of Yorktown - Print off on paper</td>
<td>Pen and ink sketch of landscape from 1788</td>
<td>Map of the sea battle of 1781 between Rear Admiral Graves and the French in the Battle of the Bay</td>
<td>1782 Key map of the route of march of Comte de Rochambeau’s army from Providence, R.I., to Yorktown, Va., and the return march to Boston. - zoom in and print screen on the area around Yorktown</td>
<td>I used screen shots of the political view and the satellite view of Yorktown today. I wanted students to see the topography of the area. I also used a street view screen shot looking from Yorktown across the water towards Gloucester, so students could see how close they were.</td>
<td>A map depicting the positions of the American and Allied French forces as they confronted the British forces of Lord Cornwallis in 1781.</td>
</tr>
</tbody>
</table>

http://www.military.com/content/MoreContent?file=denny_09  
https://www.loc.gov/item/2002736847/  
https://www.loc.gov/resource/g3884y.ar146100/  
https://www.loc.gov/item/gm71002181/  
https://www.google.com/maps/place/Yorktown,+VA/@37.2420393,-76.5099283,14.03z/data=!4m5!3m4!1s0x89b07e35244f:0x4975b4e857c250c9!8m2!3d37.2387556!4d-76.5096731  
http://www.genealogy.com/ftm/p/a/r/David-P-Parker/PHOTO/0043photo.html
Your job...

1. Listen to the song Yorktown one time - focus on the music
2. Watch the CBS 70th Tony Awards video of the same song - pay attention to the movement
3. Use the Unofficial Timeline to read the annotations that go with the song - explore the lyrics!
4. Choose a Task Card and answer the questions in your composition journal. **Use IQIYA!**

Complete pages 54-58 from *Prove it or Lose it (The Hamilton Edition)*.

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Your job...

1. Choose one Observe, Reflect, Question Task Card per person (you should have three each)

2. Choose a map and answer the questions based off the map. Write your answers in your composition notebook. **Use IQIYA!**

As a group, answer the question on the group poster - hint: its hanging on the white board.
Your job...

1. Choose one Observe, Reflect, Question Task Card per person (you should have three each)

2. Choose an image and answer the questions based off the map. Write your answers in your composition notebook. **Use IQIYA!**

Your job...

1. Choose one Observe, Reflect, Question Task Card per person (you should have three each)

2. Choose a document and answer the questions based off the passage/excerpt. Write your answers in your composition notebook. **Use IQIYA!**
Your job...

1. Using the blank map template, recreate the location of the British, French, and American armies and summarize the battle.

2. You can use your notes! You can revisit the maps and other sources! Your map must have:
   - A key/legend, compass rose, title, cartographer’s name, date
   - Location of the British forces, American Forces, and French forces
   - Location of the cannons
   - Label Yorktown and Gloucester and the river

Your job...

1. In your composition notebook, complete the interactive notebook pages

**Hint!!** Write on the pages, then cut them out, lastly glue them in!
A map depicting the positions of the American and Allied French forces as they confronted the British forces of Lord Cornwallis in 1781.

Parker 2016

A Map of Yorktown, Virginian 1781
Created 1782  Scale ca. 1:650,000.
Manuscript, pen-and-ink and watercolor.  Oriented with north toward the upper right.
Key map of the route of march of Comte de Rochambeau's army from Providence, R.I., to Yorktown, Va., and the return march to Boston.
Original version: To His Excellency Gen'l Washington, commander in chief of the armies of the United States of America, this plan of the investment of York and Gloucester has been surveyed and laid down, and is most humbly dedicated / by His Excelency's obedient and very humble servant, Sebast'n Bauman, major of the New York or 2nd Reg't of Artillery ; R. Scot, sculp. Philad[elphi]a : s.n.], 1782. This plan was taken between the 22nd & 28th of October, 1781.
Yorktown (Va.) Seige, 1781

Annotated "London, Published by Wm. Faden, Charing Cross, Novr. 26th 1781."

Link
Bushing Tavern: Five Miles from Yorktown

1 print : engraving. 1788
James River at Yorktown

HMS Norwich and HMS Success are depicted in front of Yorktown, Virginia in 1756. This view was produced by midshipman John Davis who served aboard one of the British ships. It is the earliest view of Yorktown known to exist. This image is courtesy of cdlib.org.

Link
Google Earth - Satellite of Yorktown 2016
Google Earth - street view - Yorktown 2016
Looking towards Gloucester
The painting Surrender of Lord Cornwallis by John Trumbull is on display in the Rotunda of the US Capitol. The subject of this painting is the surrender of the British army at Yorktown, Virginia, in 1781, which ended the last major campaign of the Revolutionary War.
Surrender of Lord Cornwallis

Key

1. Count Deuxponts
   Colonel of French Infantry
2. Duke de Laval Montmorency
   Colonel of French Infantry
3. Count Custine
   Colonel of French Infantry
4. Duke de Lauzun
   Colonel of French Cavalry
5. General Choisy
6. Viscount Viomenil
7. Marquis de St. Simon
8. Count Fersen
   Aide-de-camp of Count Rochambeau
9. Count Charles Damas
   Aide-de-camp of Count Rochambeau
10. Marquis Chastellux
    Admiral
11. Baron Viomenil
    Admiral
12. Count de Barras
13. Count de Grasse
14. Count Rochambeau
    General in Chef des Francais
15. General Lincoln
16. E. Stevens
    Colonel of American Artillery
17. General Washington
    Commander in Chief
18. Thomas Nelson
    Governor of Virginia
19. Marquis Lafayette
20. Baron Steuben
21. Colonel Cobb
22. Colonel Trumbull
    Aide-de-camp to General Washington
23. Secretary to General Washington
26. General Hand, Pennsylvania
27. Adjutant General

    Commander of Artillery
29. Lieut. Col. E. Huntington
    Acting Aide-de-camp of General Lincoln
30. Col. Timothy Pickering
    Quartermaster General
31. Col. Alexander Hamilton
    commanding Light Infantry
32. Col. John Laurens, South Carolina
33. Col. Walter Stuart, Philadelphia
34. Col. Nicholas Fish, New York
Quotes from the Battle of Yorktown

"We must take Cornwallis or be all dishonored."
- General Washington talking to Lafayette on the way to Yorktown.

"There are between thirty and forty sail with in the camp, and the French fleet and some of them are very big."
- Lord Cornwallis reporting to his London superiors on the French fleet at Yorktown.

"My dear little General, I am not afraid of you."
- Lafayette to George Washington.

"Be prepared."
- Cornwallis to his officers.

"In that case, what is the matter with you?
- Cornwallis to one of his officers.

"Against so powerful a fleet, you know we will not make any resistance."
- Cornwallis to his superiors in London.

"Oh, God! It's all over."
- Lord North, British Parliament when he learned of Cornwallis' surrender.
Battle of Yorktown
Differentiated Activities by Bow Tie Guy and Wife

Write about it:
What is your favorite city in Yorktown?
Why? Explain:

[Map of Yorktown and Williamsburg]
Battle of Yorktown
Differentiated Activities by Bow Tie Guy and Wife
Available for purchase on Teachers Pay Teachers
This song, one of the most exciting in the show, captures the events that occurred during the Battle of Yorktown, which was the last major battle of the Revolutionary War. Washington concentrated his forces at Williamsburg. Here, they joined forces with Lafayette's troops who had been spying on Cornwallis' developments. George Washington and Rochambeau began to march to Yorktown on September 28. Arriving outside the town later that day, the two commanders deployed their troops with the Americans on the right and the French on the left.

For three days, the Continental/French armies assaulted the British around the clock. On the night of October 11, the Continental siege trench, only 250 yards from the British lines, gave way due to British fortifications. This prevented the French from supporting the American assault.

One of the winning attacks was carried out by Lafayette. Washington's tactics, as well as Lafayette's leadership, led to a complete surrender. The Revolutionary War was so done.

The song begins with the first line of this momentous event: "Yorktown (The World Turned Upside Down)"

After the Revolution of 1776, Yorktown (we learned) was largely written by the Jay Treaty (which had gone to great lengths to promise to the revolutionaries) to prevent a major split in the American public. Hamilton wanted to stay away from the Federalists and associated with Jefferson. Hamilton also opposed Adams' re-election.

Hamilton and John Laurens (especially Laurens) dedicated most of his contribution to the Revolutionary War to the cause of abolition.

It was during the war that Laurens really got to work on his concept of the black battalion. The battalions would be manned by slaves in exchange for freedom. This idea would help to augment the tired, overworked Continental forces, while also opening up opportunities for slaves to show that black men were able to live the same productive, courageous lives as free men.
October 18, 1781

In the morning, before relief came, had the pleasure of seeing a drummer mount the enemy's parapet, and beat a parley, and immediately an officer, holding up a white handkerchief, made his appearance outside their works; the drummer accompanied him, beating. Our batteries ceased. An officer from our lines ran and met the other, and tied the handkerchief over his eyes. The drummer sent back, and the British officer conducted to a house in rear of our lines. Firing ceased totally.

Several flags pass and repass now even without the drum. Had we not seen the drummer in his red coat when he first mounted, he might have beat away till doomsday. The constant firing was too much for the sound of a single drum; but when the firing ceased, I thought I never heard a drum equal to it—the most delightful music to us all.

Ebenezer Denny

Ebenezer Denny of Pennsylvania was a Major in the Continental Army. His journal offers one of the best eyewitness accounts of events that led to the capture of British General Cornwallis' army at Yorktown, Virginia, in 1781. This was the last major battle of the American Revolution.

In his words...

As the Continental Army closed around the British stronghold at Yorktown, Captain Denny described the scene, "Army encamped on the banks of the James River; part of the French fleet in full view."
His journal entry dated September 14, 1781, continues into further detail of the encampment:
General Washington Arrived; our brigade was paraded to receive him. Officers all pay their respects. He stands in the door, takes every man by the hand; the offices all pass in, receiving his salute, and shake hands. This is the first time I have seen the General.

October 15, 1781, the siege at Yorktown begins:
Siege operations were at once commenced; the fighting became very warm on all sides, and the siege works were pushed with great vigor. Easy digging. light, sandy soil. A shell from one of French mortars set fire to a British frigate; she burned to the water's edge and then blew up; made the earth shake.

October 17, 1781, The Surrender of Cornwallis:
Had the pleasure of seeing a drummer mount the enemy's parapet and beat a parley and immediately an officer, holding up a white handkerchief, made his appearance. An officer from our line ran and met him and tied the handkerchief over his eyes, and thus was the great event of the surrender of Cornwallis accomplished.
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.

The ballad was first published on a broadside in 1643 to be sung to the tune *When the King Enjoys His Own Again*.

Tradition has it that when Cornwallis surrendered at Yorktown (1781) the British played this tune. There is some debate as to whether that is myth or fact.
ANALYSIS TASK CARDS

Based off of the Primary Source Analysis Tool from Teaching with Primary Sources from the Library of Congress.

Use: Each card has 3-4 questions for each section of the Primary Source Tool, use one or all four to analyze an image, document, audio, or map. Combine with the digital Primary Source Analysis Tool for a written assessment component or use alone.

Great for stations or small group work!

Primary Source Analysis Tool
Task 1: Answer the following questions

What is the title of this map?

What is the date of this map? When was this map published? Are there other dates referenced on this map?

Who is the author or cartographer of this map? Who produced this map?

Task 2: Answer the following questions

What area of the world does this map represent? Does this map show a large area of the Earth's surface or a small area? What is the scale of this map?

Are there words on this map? If the words are not in English, can you identify what language is used?

What kinds of symbols are on this map?

Task 3: Answer the following questions

What kinds of labels are on this map?

What colors are on the map?

Is there a legend on the map?

Task 4: Answer the following questions

What kind of grid (latitude-longitude, alphanumeric) does the map use?

What is the orientation of this map? How can you tell directions on this map?

What kinds of symbols are on this map?
Task 1: Answer the following questions
What was the most likely purpose for this map? How do you know?

What do you know about this time period? What do any other dates on this map represent?

Does this map illustrate or describe spatial patterns (movement, connections, etc.)?

Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc).

Task 2: Answer the following questions
What was the motivation of the organization or person making the map?

Have you ever seen a map similar to this one?

What features on the map represent place, region, and/or theme?

What does the map show (physical characteristics, human patterns)?

Task 3: Answer the following questions
How does this map represent and/or illustrate geographic themes (places, regions, human-environment interaction, movement, physical systems, etc.)?

What is the bias or point of view of this map?

Task 4: Answer the following questions
How does this map compare to current maps of this place? How does this map prepare people today to deal with issues today?

What other information can you infer from the map?

What seems to be missing from the map?
Map Analysis: QUESTION

**Task 1: Answer the following questions**

Why is the map significant or important?

What is the significance of the date of the map? How does this map connect to other time periods and the time period under study?

If you were the cartographer, how could you change this map? How could you use this map to understand the present?

Map Analysis: QUESTION

**Task 2: Answer the following questions**

How does this map illustrate human, physical, economic, societal, cultural, and political conditions for the time when the map was made?

What sources may have been used to make this map?

How could you (as an individual) use this map?

Map Analysis: QUESTION

**Task 3: Answer the following questions**

How can you use this map to connect with situations today and predict what might happen in the future?

How does this map connect to other primary, secondary, or tertiary resources?

Map Analysis: QUESTION

**Task 4: Answer the following questions**

What else did you observe about the map? What questions do you have about this map? What other information do you need to make sense of this map?

About what does this map leave you curious?
Task 1: Answer the following questions

What is the title of this audio-video?

What is the date of this audio-video?

Who is the author of this audio-video?

Who is featured in the audio-video? What are their roles?

Task 2: Answer the following questions

What type (documentary, CD, movie, YouTube, and other types) of audio-video is this?

What sounds do you hear (such as animals, music, noise and other sounds)?

Are there words in this audio-video? If the words are not in English, can you identify what language is used?

Task 3: Answer the following questions

Are there any pieces of information on this audio-video that you could not get from another source?

Does the audio-video mention, show or refer to aspects of physical geography (landforms and weather)?

Task 4: Answer the following questions

Does the audio-video mention, show or refer to aspects of human geography (such as people, architecture, transportation systems)?

Does the audio-video refer to or name specific geographic features or locations (such as a city or a mountain)?
Task 1: Answer the following questions
Are there clues in the audio-video that can tell you where and when it was recorded?
What do you know about this time period? What do you know about this place during that time? What do other dates on this audio-video represent?

Task 2: Answer the following questions
Describe the spatial patterns illustrated on this audio-video (movement, connections, ecosystems, other geographic themes). What features on the audio-video determine place, region, and/or theme?
How does this audio-video represent and/or illustrate geographic themes (regions, locations, human-environment interaction, etc.)?

Task 3: Answer the following questions
Does the audio-video represent world culture? Regional culture? Local culture?
Find the place(s) referred to in the audio-video on a map.

Task 4: Answer the following questions
What was the motivation of the organization or person making the audio-video?
How does this audio-video compare to current recordings of this place? How does this recording prepare people today to deal with issues today?
Task 1: Answer the following questions

Why is the audio-video geographically significant or important?

What is the significance of the date of the audio-video? How does this audio-video connect to other time periods and the time period under study?

What sources may have been used to make this audio-video?

Task 2: Answer the following questions

How does this audio-video illustrate human, physical, economic, societal, cultural, and political conditions for the time when the audio-video was made?

How does this audio-video connect to other primary, secondary, or tertiary resources?

Task 3: Answer the following questions

Do you see any bias / perspective in this audio-video? Why does the audio-video have a bias or point of view?

How can you use this audio-video to explain the themes of geography and the geography standards?

Task 4: Answer the following questions

What else did you observe about the audio-video? What questions do you have about this audio-video?

What other questions do you have about the geography of the audio-video?

Can you identify any audio-video pieces today that address a similar issue? What might those be? Why are they similar?
Task 1: Answer the following questions

What is the title of this audio-video?
What is the date of this audio-video?
Who is the author of this audio-video?
Who is featured in the audio-video? What are their roles?

Task 2: Answer the following questions

What type (documentary, CD, movie, YouTube, and other types) of audio-video is this?
What sounds do you hear (such as animals, music, noise and other sounds)?
Are there words in this audio-video? If the words are not in English, can you identify what language is used?

Task 3: Answer the following questions

Are there any pieces of information on this audio-video that you could not get from another source?
Does the audio-video mention, show or refer to aspects of physical geography (landforms and weather)?

Task 4: Answer the following questions

Does the audio-video mention, show or refer to aspects of human geography (such as people, architecture, transportation systems)?
Does the audio-video refer to or name specific geographic features or locations (such as a city or a mountain)?
Task 1: Answer the following questions

Are there clues in the audio-video that can tell you where and when it was recorded?

What do you know about this time period? What do you know about this place during that time? What do other dates on this audio-video represent?

Task 2: Answer the following questions

Describe the spatial patterns illustrated on this audio-video (movement, connections, ecosystems, other geographic themes). What features on the audio-video determine place, region, and/or theme?

How does this audio-video represent and/or illustrate geographic themes (regions, locations, human-environment interaction, etc.)?

Task 3: Answer the following questions

Does the audio-video represent world culture? Regional culture? Local culture?

Find the place(s) referred to in the audio-video on a map.

Task 4: Answer the following questions

What was the motivation of the organization or person making the audio-video?

How does this audio-video compare to current recordings of this place? How does this recording prepare people today to deal with issues today?
Task 1: Answer the following questions

Why is the audio-video geographically significant or important?

What is the significance of the date of the audio-video? How does this audio-video connect to other time periods and the time period under study?

What sources may have been used to make this audio-video?

Task 2: Answer the following questions

How does this audio-video illustrate human, physical, economic, societal, cultural, and political conditions for the time when the audio-video was made?

How does this audio-video connect to other primary, secondary, or tertiary resources?

Task 3: Answer the following questions

Do you see any bias / perspective in this audio-video? Why does the audio-video have a bias or point of view?

How can you use this audio-video to explain the themes of geography and the geography standards?

Task 4: Answer the following questions

What else did you observe about the audio-video? What questions do you have about this audio-video?

What other questions do you have about the geography of the audio-video?

Can you identify any audio-video pieces today that address a similar issue? What might those be? Why are they similar?
Image Analysis: **OBSERVE**

**Task 1: Answer the following questions**

What is the form of the image (painting, print, photograph, drawing)?

Can you determine who created the image?

What words are on the image?

What dates are on the image?

**Task 2: Answer the following questions**

Is the image black and white or in color?

What type of medium was used? (oil and canvas, pen and ink, carving)

Describe who is in the image.

**Task 3: Answer the following questions**

Are there objects in the image? Do you recognize them? What are they used for?

Describe the landscape and physical features in the image.

What geographic event / issue / problem does this image illustrate?

**Task 4: Answer the following questions**

What types of buildings are in the image?

What types of transportation are in the image?
Task 1: Answer the following questions

What languages do the words represent?

If there is no date, when do you think the image was made?

What place or region does this image show?

Task 2: Answer the following questions

Can you identify a geographic theme (region, place, movement, physical system, human environment interaction, etc.) for this image?

What is the most likely purpose (audience) for this image?

Task 3: Answer the following questions

How does this image compare to a current image on the same topic?

What seems to be missing from the image?

What inferences or connections can you make from the image?

Task 4: Answer the following questions

Describe the spatial patterns illustrated in this image. These patterns might be in the people, transportation, buildings, or landscape.
Task 1: Answer the following questions

How do the clothing, buildings, transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?

What was the likely motivation of the creator of the image? (Why did he/she make it?)

Task 2: Answer the following questions

What is the bias or point of view of this image?

How does this image connect to other documents, maps, recordings, images, or artifacts?

Why is this image significant?

Task 3: Answer the following questions

Why would certain people or characteristics of the landscape be missing from this image?

What geographic questions would you like to ask the creator of this image?

Would it be difficult to find the location of this image? Explain why or why not.

Task 4: Answer the following questions
Movement: Summarize why Cornwallis decided to move his army to Yorktown.

Trapped: Summarize why the British were unable to escape.

Result: Summarize what the result of the Battle of Yorktown was.
US History – The War of Independence- Yorktown
by Mrgrayhistory

Available for purchase on Teachers Pay Teachers
In May of 1781 the leader of the British forces in the south, General Cornwallis, decided to retreat to the port of Yorktown where he could receive supplies and reinforcements from the British fleet. General Washington found out about this plan from spies and saw that he now had a chance to trap the British. On August 19th, Washington met up with a force of 6,000 French soldiers just north of New York and then marched as quickly as he could. At the same time, a large French fleet under Admiral de Grasse was sailing up from the Caribbean to the tip of the Chesapeake Bay. Some ships of the fleet then picked up Washington's army and transported it to the area around Yorktown. Washington’s American forces took up positions to the south of the town while the French took up positions to the west and northwest. French and American forces also cut off the town of Gloucester across the James River where the British also had soldiers. The French ships then blockaded Yorktown from the sea by cutting off access to the Chesapeake Bay.

On September 5th, a British fleet attempted to break through the French blockade but was beaten back. General Cornwallis then retreated from his outer defenses which were quickly occupied by the Americans and French. Washington then ordered that a large number of canons be brought up and aimed at the town. By October 9th the French and Americans had a large number of canons in place. Over the next few days they continually fired on the town, day and night, so that the British could not make repairs. Cornwallis then ordered that a dozen of his own ships be sunk in Yorktown’s harbor to defend against an attack from the sea.

By October 14th the allies had moved several hundred meters closer to Yorktown. That night they launched a huge attack during which men used axes to break through the British defenses and capture several more forts. On the evening of October 16th, General Cornwallis attempted to evacuate his forces across the James River to Gloucester, but a sudden storm struck and the British were running out of supplies. That evening they ordered their African-American laborers, many of whom were runaway slaves, to work their way between the two armies and many died. With the bombardment getting heavier, and no hope of reinforcements getting through the French blockade, Cornwallis and his senior commanders prepared to surrender.

On the morning of October 17th a British drummer appeared followed by an officer waving a white handkerchief. On October 19th the British officially surrendered. The ordinary British soldiers were to be held as prisoners of war while the officers would be allowed to return to England. Cornwallis himself refused to meet with Washington or to attend the ceremony of surrender. At the same time the British forces in Gloucester also surrendered. In total the allies managed to capture over 8,000 British soldiers.

Summarize why Cornwallis decided to move his army to Yorktown.

Summarize why the British were unable to escape.

Summarize what the result of the Battle of Yorktown was.