

Battle of Bunker Hill

Rachel Wilson

Summer 2012

CIEP 475 Workshop- Teaching with
Primary Sources Course

1. Title

Battle of Bunker Hill

2. Overview

The background knowledge students should have prior to starting this lesson is an understanding of the causes of the American Revolution and the Battle of Lexington and Concord. The main goal of this lesson is for students to gain an initial understanding of the strengths and weaknesses of the Continental Army and the British Army as they dual in a major battle (Bunker Hill) through the eyes of a British Officer. Students will activate their schema about the Battle of Bunker Hill by reading a poem composed by a British Officer, the day after the Battle, June 17, 1775 and answering a few open-ended questions to assist with their thinking.

3. Objective

The students will analyzing a primary source document about the Battle of Bunker Hill. The students will think critically about the roles of the 2 armies (British and Continental) in this battle/war.

The students will work collaboratively to contribute and respond thoughtful insight during our class discussion about the Battle of Bunker Hill.

4. Common Core Standards

Key Ideas and Details

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

5. Time Required

- 1 30-40 Minute Homework Assignment
- 1 45 Minute Class Period for Discussion

6. Recommended Grade Range

Grades 4-6

7. Subject/Sub-Subject

Social Studies
Reading Comprehension
Language Arts

PREPARATION

8. Materials Used

- Admit Slip- Questions Attached to Poem to Assist in Thinking About the Meaning of Poem (Found in Appendix)
- 'T' Chart for Comparison of Armies (Found in Appendix)

9. Resources Used

Battle of Bunker Hill Poem

http://www.loc.gov/teachers/lyrical/poems/bunker_hill.html

Composed by a British Officer

June 18, 1775

PROCEDURE

10. Description of Procedure

- Each child will be given a copy of Battle of Bunker Hill poem (for homework) with the following questions to answer as they analyze the poem for meaning.
 - Before reading, Do you predict the British will win or lose this battle? Think about the author and title as you answer this question.
 - Using a 'T' chart compare the two armies (British and Continental) based on this author's opinion.
 - Do you think the outcome of this battle will foreshadow the rest of the war? Explain your thoughts and show support.
 - After reading, What was the final outcome of the Battle of Bunker Hill? Was your prediction correct?
- Students will be instructed to read the poem analytically by answering the assigned questions. The answers to these questions will serve as the class discussion the next day. As the students read the poem I will also encourage them to write

questions that they have in the margins of the text. (A concept map can also be used for the questioning strategy.)

- First Discussion Question in Class: Based on this poem, which army shows more determination to win the war? Explain your answer with support from the text.
- After this first question, the discussion should lead itself in class with the prior work the students did including questions and observations they made as they read the poem.

11. Extension Ideas

- Have students read a section from a text book or encyclopedia about the Battle of Bunker Hill. Compare perspectives.

EVALUATION

12. Evaluation

I will evaluate student learning by listening to the discussion for both understanding, confusion, and misconceptions about the ongoings at the Battle of Bunker Hill. This will be a formative assessment that guides me to my next lesson and my needs for differentiation.

BATTLE OF BUNKER HILL.

Composed by a British Officer, the day after the Battle, June 17, 1775.

IT was on the seventeenth, by break of day,
The Yankees did surprise us,
With their strong works they had thrown up,
To burn the town and drive us.

But soon we had an order came,
An order to defeat them;
Like rebels stout, they stood it out,
And thought we ne'er could beat them.

About the hour of twelve that day,
An order came for marching,
With three good flints and sixty rounds,
Each man hop'd to discharge them.

We march'd down to the Long Wharf,
Where boats were ready waiting;
With expedition we embark'd,
Our ships kept cannonading.

And when our boats all filled were,
With officers and soldiers,
With as good troops as England had,
To oppose, who dare control us.

And when our boats all filled were,
We row'd in line of battle,
Where showers of ball like hail did fly,
Our cannon loud did rattle.

There was Copp's hill battery near Charlestown,
Our twenty-fours they played;
And the three frigates in the stream,
That very well behaved.

The Glasgow frigate clear'd the shore,
All at the time of landing,
With her grape shot and cannon balls,
No Yankees e'er could stand them.

And when we landed on the shore,
We draw'd up all together;
The Yankees they all man'd their works,
And thought we'd ne'er come thither.

But soon they did perceive brave Howe,
Brave Howe, our bold commander;
With grenadiers, and infantry,
We made them to surrender.

Brave William Howe, on our right wing,
Cry'd boys fight on like thunder;
You soon will see the rebels flee,
With great amaze and wonder.

Now some lay bleeding on the ground,
And some fell fast a running;
O'er hills and dales, and mountains high,
Crying, zounds! brave Howe's a coming.

Brave Howe is so considerate,
As to guard against all dangers;
He allow'd each half a gill this day,
To rum we are no strangers.

They began to play on our left wing,
Where Pigot, he commanded;
But we return'd it back again,
With courage most undaunted.

To our grape shot and musket balls,
To which they were but strangers,
They thought to come with sword in hand,
But soon they found their danger.

And when the works were got into,
And put them to the flight, sir,
They pepper'd us, poor British elves,
And show'd us they could fight, sir.

And when their works we got into,
With some hard knocks and danger;
Their works we found both firm and strong,
Too strong for British Rangers.

But as for our Artillery,
They gave all way and run,
For while their ammunition held,
They gave us Yankee fun.

But our commander, he got broke,
For his misconduct, sure, sir;
The shot he sent for twelve pound guns,
Were made for twenty-fours, sir.

There's some in Boston, pleas'd to say,
As we the field were taking,
We went to kill their countrymen,
While they their hay were making.

For such stout whigs I never saw,
To hang them all I'd rather;
By making hay with musket balls,
Lord Howe cursedly did bother.

Bad luck to him by land and sea,
For he's despis'd by many;
The name of Bunker Hill he dreads,
Where he was flogg'd most plainly.

And now my song is at an end,
And to conclude my ditty;
'Tis only Britons ignorant,
That I most sincerely pity.

As for our King and William Howe,
And General Gage, if they're taken,
The Yankees will hang their heads up high,
On that fine hill call'd Beacon.

Sold, wholesale and retail, by L. Draxton, No. 67, Hanover Street, 2d door from Friend Street, Boston.

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Historical Timeline

1754-1763-

The French and Indian War

1763

October 7 The Proclamation of 1763

1764

April 5- The Sugar Act

1765

March 22- The Stamp Act

March 24- The Quartering Act

1767

June 29- The Townshend Act

1770

March 5- The Boston Massacre

1773

May 10-The Tea Act

Dec. 16- The Boston Tea Party

1774

Intolerable Acts

Sept. 5- Oct. 26- The First Continental Congress

1775

April 19- Lexington and Concord

May 10- The Second Continental Congress meets in Philadelphia

June 17- Battle of Bunker Hill

July 3- Washington Assumes Commander and Chief

1776

Jan. 15- Paine's "Common Sense" Published

July 1-4 Congress Debates and revises the Declaration of Independence

July 4- Congress Adopts the Declaration of Independence

1776-1781-The War Continues...

1781

October 19- Cornwallis surrounded on land and sea by American and French and surrenders at Yorktown, VA

Historical Background Information Sheet

Date: June 17, 1775

Location: Boston, Massachusetts

Summary:

Following the fighting at Lexington and Concord on April 19, 1775, colonial militia had surrounded Boston, pinning the British in. Lt. General Thomas Gage knew he was surrounded on land, so he had to control Dorchester Heights and Charlestown to keep the harbor open to British ships. The Americans were able to occupy the Charlestown peninsula before the British. On June 15, defensive walls were ordered to be built on Bunker Hill. By the morning of June 17, extensive fortifications had been built on Breed's Hill by the colonials.

Lt. General Gage then send British ships to bombard the hill, while Maj. General William Howe prepared to sail across the bay and retake the position that afternoon. At three o'clock in the afternoon, the British finally began an assault on the hill. The American repulsed them twice, but due to dwindling ammunition, they were forced to abandon the position during the third British assault. Though the British technically wan, it came at a high cost and Lt. General Gage resigned his command.

Appendix:

To be used in conjunction with the Battle of Bunker Hill poem.

Name: _____ **Date:** _____

Directions: Answer the following questions as you analyze the poem Battle of Bunker Hill.

Admit Slip:

1. Before reading, Do you predict the British will win or lose this battle? Think about the author and title as you answer this question.

2. Using a 'T' chart compare the two armies (British and Continental) based on this author's opinion.

Continental Army	British Army

3. Do you think the outcome of this battle will foreshadow the rest of the war? Explain your thoughts and show support.

4. After reading, What was the final outcome of this the Battle of Bunker Hill? Was your prediction correct?
