
Is Betrayal Always Bad?



IMAGE CREDIT

Supporting Questions

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1. What does it mean to betray someone?
 2. Did King George III betray his people?
 3. Was George Washington a traitor?

5th Grade U.S. History Inquiry

Is Betrayal Always Bad?

Arkansas Standards for Social Studies	H.12.5.8 Analyze the Revolutionary Movement from multiple perspectives using primary and secondary sources. H.12.5.10 Evaluate how individuals and groups influenced the American Revolutionary movement.
Staging the Question	Discuss the causes and major events of the American Revolution using a variety of sources.

Supporting Question 1
What does it mean to betray someone?
Formative Performance Task
Write a paragraph that includes a personal definition of betrayal and an example of a time when you feel you have been betrayed.
Featured Sources
<p>Source A: Dictionary Definition of Betrayal</p> <p>Source B: Imprisoned: The Betrayal of Japanese-Americans During World War II</p>

Supporting Question 2
Did King George III betray his people?
Formative Performance Task
Make a list of the ways King George III betrayed his people.
Featured Sources
<p>Source A: Schoolhouse Rock YouTube Video</p> <p>Source B: King George III - Britannica</p>

Supporting Question 3
Was George Washington a traitor?
Formative Performance Task
Write a persuasive speech to express an opinion about whether George Washington was a traitor.
Featured Sources
<p>Source A: Journal of the American Revolution - Why Did George Washington Become a Revolutionary?</p> <p>Source B: Early Military Career of George Washington</p>

Summative Performance Task	<p>ARGUMENT Is betrayal always bad? Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</p>
	<p>EXTENSION Discuss effective ways to respond when you are betrayed.</p>
Taking Informed Action	<p>UNDERSTAND: Identify some of the potential costs of betraying someone’s trust.</p> <p>ASSESS: Propose some options for how to limit the effects betrayal.</p> <p>ACT: Create a pamphlet on avoiding the effects of betrayal and distribute.</p>

Overview

Inquiry Description

This inquiry leads students through an investigation of leaders during the American Revolution. By investigating the compelling question “Is betrayal always bad?” students evaluate the actions of King George III and George Washington. The formative performance tasks build on knowledge and skills through the course of the inquiry and help students understand the motives of patriots and loyalists. For the summative task, students create an evidence-based argument about whether the act of betrayal is always bad.

In addition to the Key Idea listed previously, this inquiry highlights the following Conceptual Understanding:

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

It is important to note that this inquiry requires prerequisite knowledge of historical events and ideas. Thus, students should have already studied the causes and major events of the American Revolution.

Note: This inquiry is expected to take 4-5 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Is betrayal always bad?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Staging the Compelling Question

In staging the compelling question, “Is betrayal always bad?” students should explore, through a variety of sources, the causes and major events of the American Revolution so that they are best prepared to engage in this inquiry.

Supporting Question 1

The first supporting question — “What does it mean to betray someone?” — students will write a paragraph that includes a personal definition of betrayal and an example of a time when they feel they have been betrayed. Featured Source A is a dictionary.com definition of betrayal, and Featured Source B is an example of a middle-grade book that tells the story of a betrayal in history. This book is only an example; if the teacher has another appropriate book they are encouraged to use it. Teachers will excerpt quotes or passages from the book to give students examples of betrayal prior to completing the formative task.

Supporting Question 2

For the second supporting question — “Did King George III betray his own people?” — students will make a list of the ways King George III betrayed his people. In addition to the resources from the previous supporting question, the featured sources provide students with additional materials that allow them to investigate the treatment of the colonists by King George III. Featured Source A is a Schoolhouse Rock YouTube video about events leading to the American Revolution; Featured Source B is an Encyclopedia Britannica article about King George III and his leadership, containing examples of his detrimental acts toward the colonists.

Supporting Question 3

The third supporting question — “Was George Washington a traitor?” — asks students to write a persuasive speech to express an opinion about whether George Washington was a traitor. In addition to the previous featured sources, the sources for this task give the students detailed information regarding the life of George Washington. Featured Source A is an article about George Washington exploring why he changed sides before the war. Featured Source B is a timeline of George Washington’s life.

Summative Performance Task

At this point in the inquiry, students have examined their definitions and examples of betrayal, the actions of King George III toward the colonists, and the military decision-making and history of George Washington.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question “Is betrayal always bad?” It is important to note that students’

arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students' arguments will likely vary, but could include any of the following:

- ***Betrayal is always bad; loyalty to a person, a country, or a cause is very important and should stand firm despite changing circumstances.***
- ***Betrayal is not always bad. It depends on the situation. Circumstances change over time, which can lead to changing loyalties.***

To extend their arguments, teachers may have students discuss effective ways to respond when they are betrayed.

Students have the opportunity to take informed action by drawing on their understandings of personal loyalty and betrayal. To *understand*, students can identify some of the potential costs of betraying someone's trust. Since betrayal may result in a loss of faith or trust in a person, students can then *assess* some options for how to limit the effects of betrayal. To *act*, students can create a pamphlet with tips on avoiding the effects of betrayal and distribute it among their friends or even in the community.