

Topic:

Why Don't You Get a Horse,
Sam Adams?

Time:

Two 45-minute
periods

Grade:

2-6

Core:

5: 6050-0503

Objectives:

1. Students will learn about the framers of the Constitution and the purpose of the Continental Convention.
2. Students will understand the contributions of Sam Adams and the ideals of compromise and persuasiveness.

Procedure:

1. Read the story orally to the students and have them think about the following questions:
 - How did Sam Adams contribute to the rebellion?
 - Was it an advantage, disadvantage, or both that Sam Adams didn't ride a horse?
2. Demonstrate how one person made a difference.
3. Discuss the importance of the Continental Congress.
4. Talk about how rebellions start and how Sam Adams was instrumental in the rebellion.
5. Ask students the following questions:
 - a. What are the advantages and disadvantages of riding a horse?
 - b. Why was it more critical to know how to ride a horse then as compared with now?
 - c. If Sam Adams were alive today and decided to walk to tell people about a rebellion, would he be as effective? Why or why not?
 - d. Is it always important to compromise? Why or why not.
 - e. If you were Sam Adams, how would you go about starting a rebellion today? Would there be similarities in the process you would use as compared to the process Sam used. Describe in detail your plan of action. If you were trying to change someone's ideas, how would you go about doing it?

Additional Resources:**Author:**

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