

cobblestone

MEET DR. BENJAMIN RUSH

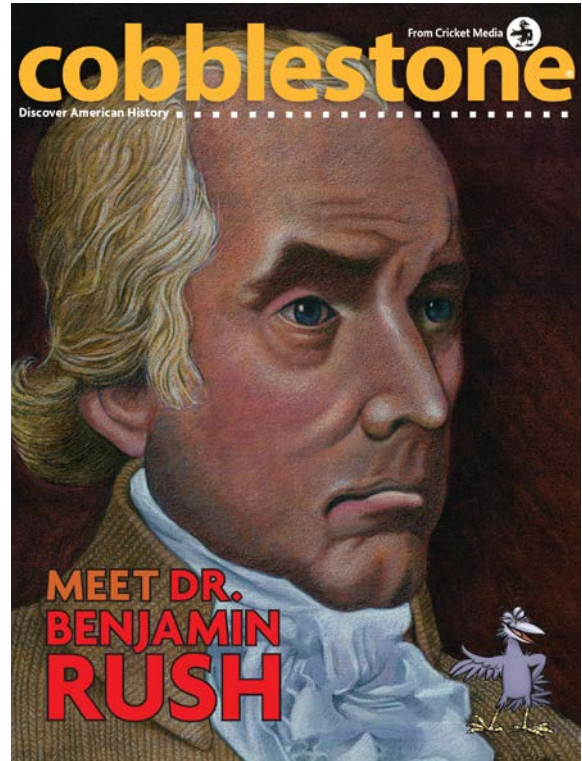
In this issue, students learn about Benjamin Rush's contributions to American social and political institutions, including his influence on the Revolutionary War and the structure of American government.

CONVERSATION QUESTION

How was Benjamin Rush an influential figure in American history?

TEACHING OBJECTIVES

- Students will learn about Benjamin Rush's influence on American social, political, and military institutions.
- Students will describe the roles of political, civil, and economic organizations in shaping people's lives.
- Students will explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- Students will explain the relevance of personal interests and perspectives when people address issues and problems in government.
- Students will create a timeline.
- Students will use details from a text to write an ode.
- Students will use details from a text to write a narrative.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

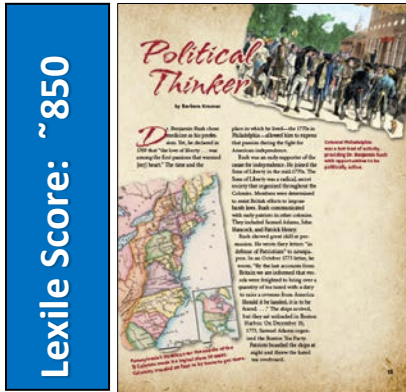
SELECTIONS

- **Political Thinker**
Expository Nonfiction, ~850
- **Patriotic Friends**
Expository Nonfiction, ~750
- **The Plot Against George Washington**
Expository Nonfiction, ~850

Political Thinker

pp. 15–17, Expository Nonfiction

Explore Benjamin Rush's influence on American attitudes toward independence from Britain in the run-up to the Declaration of Independence.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Benjamin Rush's influence on American social, political, and military institutions.
- Students will describe the roles of political, civil, and economic organizations in shaping people's lives.
- Students will create a timeline.

KEY VOCABULARY

- **First Continental Congress (p. 16)** meetings of representatives from 12 of the 13 American Colonies during September 1774 to organize resistance to British laws
- **Committee of Inspection and Observation (p. 16)** one of several committees set up by colonists to oversee local governments within the American colonies
- **Constitutional Convention (p. 17)** meetings of colonial delegates from May to September 1787 to discuss changes to the American government

ENGAGE

Conversation Question: How was Benjamin Rush an influential figure in American history?

Have students share what they know about influential persons during the Revolutionary era. Then ask if they have ever heard of Benjamin Rush, and if not, tell them that he was an important figure in the Revolution. Ask students to predict some of his qualities/characteristics.

INTRODUCE VOCABULARY

Read aloud the vocabulary words and their definitions. Then ask students to review and revise the predictions they made in the Engage section above using the new information provided by the vocabulary words. Remind students to look for the words as they read.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How did Rush's membership in the Sons of Liberty help bring about American independence from Britain?
- How did Rush help support his local government following the First Continental Congress?
- What was Rush's influence on the Second Continental Congress?

SKILL FOCUS: Describe Influence

INSTRUCT: Explain that individuals can influence society in different ways. Remind students that this article reveals several ways in which Benjamin Rush influenced American social and political institutions (i.e., ways of doing things). Next, read aloud the excerpt from Rush's October 1773 letter, quoted on page 15 ("By the last accounts from Britain . . ."). Guide students to discuss how that letter may have influenced other colonists' responses to the arrival of the British ships. If necessary, use online or library sources to build background on the Boston Tea Party before students discuss the letter and its influence.

ASSESS: Have students work in pairs to review the article and find at least two examples of Rush's influence on political or social institutions. Then have pairs share and compare ideas with other pairs. Finally, work with the class to summarize Rush's influence.

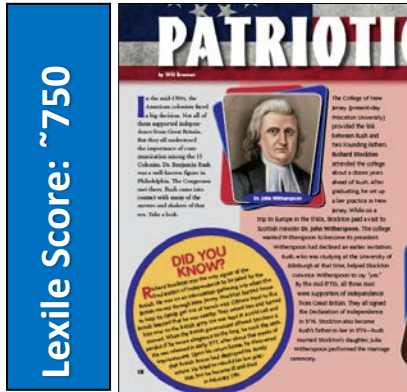
EXTEND

Social Studies Ask students to review the article to find dates or date ranges related to Rush's political and social activities during the Revolutionary era. Then have students create a timeline that includes at least five major events. Encourage interested students to conduct further research to add more dates to their timelines.

Patriotic Friends

pp. 18–20, Expository Nonfiction

Benjamin Rush's friendships with many powerful and influential figures of his time demonstrated his wide variety of interests and engagements.



RESOURCES

- One Man, Many Roles

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Benjamin Rush's influence on American social, political, and military institutions.
- Students will explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- Students will use details from a text to write an ode.

KEY VOCABULARY

- **American Philosophical Society (p. 19)** an organization founded in Philadelphia in 1743 to promote the exchange of ideas
- **delegate (p. 20)** a person who is chosen to vote or act for others
- **treasurer (p. 20)** someone who is officially in charge of the money that is taken in and paid out by a government, business, etc.

ENGAGE

Conversation Question: How was Benjamin Rush an influential figure in American history?

Have students name some of the most influential people today. Then invite students to identify different roles that a person can take on in American society. Ask students to explain how the ability to take on different roles impacts people's likelihood of being considered an "influential" person.

INTRODUCE VOCABULARY

Read aloud the vocabulary words and their definitions. Then have students work in small groups to practice using all three words in a single sentence. Finally, tell students to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- List the roles Rush took on as an American citizen.
- How did Rush influence American society and politics through the different roles he took on?
- What was Rush's most influential role? Why?

SKILL FOCUS: Explain Influence

INSTRUCT: Explain to students that the roles in society include things that people can do, such as protest, vote, serve on a jury or in political office, etc. Distribute copies of the *One Man, Many Roles* organizer. Point out that the article describes several roles played by Benjamin Rush. Instruct students to identify the impact Rush had on others while taking on each role.

ASSESS: After students have completed their organizers, hold a class discussion in which students share something they found interesting about Rush and how he influenced others through the roles he played.

EXTEND

English Language Arts Explain that an ode is a poem that honors someone or something. Invite students to write a short ode honoring or acknowledging Benjamin Rush and his influence on American society and politics.

One Man: Many Roles

Benjamin Rush took on many different roles as an American citizen. Some of these roles influenced social norms and attitudes while others influenced political developments. Reread the article and note the roles Rush took on and how he impacted others through these roles.

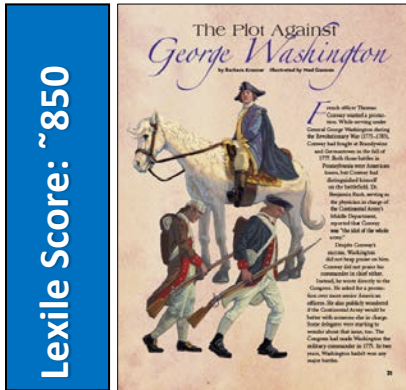
Role	Description	Impact on Others

Cobblestone® Teacher Guide: September 2018

The Plot Against George Washington

pp. 21–23, Expository Nonfiction

Discover why Benjamin Rush pushed to have George Washington replaced as Commander of the Continental Army.



ENGAGE

Conversation Question: How was Benjamin Rush an influential figure in American history?

Ask students to hypothesize how other leaders in the military felt about George Washington's leadership. Then explain that many members of the military, including Benjamin Rush, felt that Washington wasn't the best choice to lead the Continental Army.

INTRODUCE VOCABULARY

Read aloud the vocabulary words and definitions. Then write the following sentences on the board, and ask students to use the words from the vocabulary list to complete them.

- As the _____, Benjamin Rush was tasked with making sure the army was fit for service, but he was accused of _____.
- The decision by the _____ to make George Washington the Commander of the Continental Army eventually led to Rush's resignation from the army.

OBJECTIVES

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- Students will use details from a text to write a narrative.

KEY VOCABULARY

- **surgeon-general (p. 21)** the chief medical officer of a branch of the military or of a public health service
- **Second Continental Congress (p. 22)** meetings held in May 1775 by a group of delegates from the American colonies after armed conflict with the British had begun
- **intrigue (p. 23)** the making of secret plans

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Why did Rush take issue with how the army was being run?
- How did Rush use his influence to try to shape the leadership of the Continental Army?
- Why might Rush have decided to oppose Washington's leadership?

SKILL FOCUS: Explain Relevance

INSTRUCT: Explain that people's personal interests and perspectives can play a significant role in shaping the political issues that are important to them and how they address those issues with government. Explain that in this article, Rush's personal interests and perspectives shaped how he responded to George Washington's leadership.

ASSESS: Have students work in pairs to find details about Rush's personal interests and perspectives. Then have them connect these to specific issues that Rush had with Washington's leadership and/or the methods Rush used to try to influence the leadership of the Continental Army.

EXTEND

Social Studies Have students imagine they were Benjamin Rush during his tenure as surgeon-general of the Continental Army. Tell them to use details from the text to help them write a short historical fiction narrative about his experiences.