

Unit 6, Lesson 9: The King's Malady

Lesson Overview

In this lesson students will analyze primary sources to solve a history mystery. The mystery involves King George III but **DO NOT** tell students that the mystery involves the King. That big reveal comes at the end of the lesson.

Delaware Standard(s)

- **History Standard 2a, 4-5 [Analysis]:** Students will draw historical conclusions and construct historical accounts from primary and secondary source materials
- **History Standard 2b, 4-5 [Analysis]:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.

Big Ideas: change over time, competing accounts, drawing conclusions

Essential Questions

- What conclusions can be drawn from the sources? Do the sources tell us everything we want to know?

Enduring Understandings

- Students will understand that King George III suffered from mental and physical issues that may have affected some of his decisions and made him somewhat unfit to lead. People disagree about the causes of the King's "malady" due to the limited evidence they have to support their conclusions.

Resources

- [Google Slides](#)
- [Resource 1: Image Analysis](#)
- [Resource 2: First Set of Notes](#)
- [Resource 3: Second Set of Notes](#)
- [Resource 4: Third Set of Notes](#)
- [Resource 5: Final Report](#)
- [Resource 6: The Reveal](#)

Procedures

1. **Warm-Up:** Ask students to find a partner. Distribute 1 copy of the image on [Resource 1: Image Analysis](#) to each pair (the same image appears twice on the page so you can cut the page in half and reduce the amount of paper used). Alternatively, you can project the image on Resource

- a. Ask students to look at the image of the man on Resource 1 then discuss the 4 questions beneath his image. Give the students a few minutes then call on volunteers to offer some answer. [do not tell students but this is an image of King George III. The big reveal occurs toward the end of the lesson]

2. **Activate Schema - Round 1:** Ask students...
 - a. If they have ever gone to see a doctor?
 - b. Why do you go to the doctor? [you are sick]
 - c. What does the doctor do when you visit him or her? [tries to make you better]
 - d. What is the doctor trying to do? [diagnose - figure out what is wrong]
 - e. How does a doctor figure out what is wrong with a person? [asks what symptoms a person is experiencing, runs some test e.g., checks temperature, blood pressure, pulse etc.]
 - f. What does the doctor do when he or she makes a diagnosis? [prescribe a treatment that might include rest, drink fluids, do not go to school - YEA!, perhaps medicine. If it is really bad, perhaps the hospital, surgery]

3. **Activate Schema - Round 2:** Ask students...
 - a. Who remembers what historians do? [they study the past]
 - b. How do they figure out what happened in the past? [in part, they analyze primary and secondary sources]

4. **Introduce the Lesson:** Tell students that you want to give them an opportunity to experience what it is like to be both a medical doctor and an historian. Perhaps this will inspire them to become one of the two someday!
 - a. Explain - the image from the warm-up along with some very brief and somewhat confusing notes about the mysterious man have been found. The man apparently died a long time ago. We do not know much about him at this point. Both historians and doctors remain puzzled about what the notes might reveal about the man. Tell them that you want to give them an opportunity to figure this out...draw their own conclusions about this mysterious man. Some lines of inquiry might include:
 - i. What was he like?
 - ii. What information from the notes led you to this conclusion?
 - iii. What might have happened to him?
 - b. Tell the students that you are going to give them copies of the notes that have been found. The notes will appear on 3 different pages and are from different points in the man's life. They will receive one page of notes at a time and are to use the notes to draw, and if necessary revise, conclusions about the man. In the end, you want them to be able to explain what the notes (EVIDENCE) tell us about this man?

5. **Analyzing Sources:** Distribute copies of **Resource 2**. Have students work in pairs or small groups. Their task is to draw conclusions about the mysterious man. Give students time to read and discuss the source information ("notes") and answer the questions in the box at the bottom of the page. They are...
 - a. What do the sources seem to tell us about him?
 - b. What information from the notes support the conclusions?

6. **Analyzing Sources:** Distribute copies of **Resource 3**. Repeat Procedure 5 using Resource 3.

7. **Analyzing Sources:** Distribute copies of **Resource 4**. Repeat Procedure 5 using Resource 4.
8. **Synthesize Conclusions:** Tell students that it is now their time to be the doctors (historian and medical). Distribute copies of **Resource 5 - Final Report** and invite them to draw their final conclusions based on the notes that they analyzed.
 - a. What should be written about this man based on the notes that they analyzed?
9. **Presentations:** After students complete Resource 5, invite a few to read their conclusions to the rest of the class. Be strategic, invite people with different conclusions and emphasize that they should support their conclusions with evidence from the notes/sources. After each presentation, ask why the conclusions might have been different and try to relate them to the evidence that students presented.
10. **Reveal:** Generate some excitement. Ask students if they want to find out who the mystery man was? Ask them if they have any guesses after reading the notes?
 - a. Ask students to do some drum rolls then project a copy of **Resource 6a** while announcing that the mystery man was none other than King George III of Great Britain - the King who led his nation through the American Revolution / War for Independence.
 - b. On page one of Resource 6 is George III's portrait in 1762. On page two is a portrait of George drawn around 1820.
11. **Debrief:**
 - a. Ask the following:
 - i. How did George III change over time? What caused this change?
 - ii. What do you want to know that the sources could not tell you?
 - b. Mention that some students of history have wondered whether King George's mental problems might have caused him to make bad decisions that caused colonists to become angry with the mother country.
12. **Video to consider:** Smithsonian video [here](#) (1:57) - suggests link between the King's "malady" and losing the colonies..