

A REVOLUTIONARY IDEA

Grade Level: 4th Grade
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Length of Unit: 13 lessons (approximately 5 weeks (25 days); 1day = 50 min.)

I. ABSTRACT

This unit is a chronological organization of the American Revolution through the study of geography, causes/provocations of the Revolution, major battles, and famous people. Students will be launched back into this historical era and will experience America's new beginnings through drama, creative activities, simulations, and biographical research. Throughout this series of lessons, students will reinforce skills such as cause/effect relationships, strengthening vocabulary, narrative writing, poetry, and will also develop a sense of empathy for and understanding of America's plight for independence.

II. OVERVIEW

- A. Concept Objectives
1. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 2. Students will know how to use the processes and resources of historical inquiry.
 3. Students will develop a sense of historical empathy.
 4. Students will know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
- B. Content from the *Core Knowledge Sequence* (page 94-95)
1. Geography of Thirteen Colonies (not listed in *Core Knowledge Sequence*)
 2. French and Indian War including alliances with Native Americans, The Battle of Quebec, and British gaining victory
 3. British taxation including Stamp Act, Townshend Acts, and the Intolerable Acts
 4. Boston Massacre, Loyalists (Tories)
 5. Boston Tea Party
 6. First Continental Congress
 7. Thomas Paine's *Common Sense*
 8. Paul Revere's Ride
 9. Concord and Lexington
 10. Bunker Hill
 11. Second Continental Congress
 12. Declaration of Independence
 13. Battle at Trenton including crossing the Delaware River (not listed in *Core Knowledge Sequence*)
 14. Victory at Saratoga
 15. Valley Forge
 16. Cornwallis' surrender at Yorktown
 17. Famous People of the Revolution including Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher, Lafayette, Kosciusko, von Steuben, Benedict Arnold, John Paul Jones, Nathan Hale, & others listed in Appendix J
- C. Skill Objectives
1. Students will be able to identify the colonies as New England, Middle, or Southern.

2. The students will be able to locate the thirteen colonies on a given map and realize that many Revolutionary War events occur in this region.
3. Students will list key elements of the French and Indian War.
4. Students will identify the cause and effect relationship of various British imposed Acts.
5. Students will conduct research about British imposed Acts and will orally present information to the rest of the class.
6. Students will realize how the Boston Massacre affected present rising tension among colonists toward the British.
7. Students will understand the difference between loyalists (tories) and patriots.
8. Students will define the important events relating to the Boston Tea Party and the First Continental Congress.
9. Students will discover the five important elements included in newspaper or magazine articles including who, what, when, where, and why?
10. Students will learn about Paul Revere's ride and his impact upon history.
11. Students will understand the relevance of Concord and Lexington in accordance with the American Revolution.
12. Students will use poetry to convey historical information.
13. Students will differentiate between the main idea and details in a series of paragraphs about Bunker Hill, Fort Ticonderoga, and Henry Knox.
14. Students will develop an understanding of what it may have been like to have been a delegate at the Second Continental Congress.
15. Students will learn the key points of the Second Continental Congress.
16. Students will become familiar with key aspects of signing the Declaration of Independence such as who, what, when, where, and why?
17. Students will understand that a process must be followed to change rules or laws beginning with a signed, written intent of change.
18. Students will summarize how important the Battle at Trenton was to Washington and his men.
19. Students will define the contributions of the victory at Saratoga, the winter at Valley Forge, and The War at Sea to American fighters.
20. Students will indicate the battle location and strategy involved in the surrender at Yorktown.
21. Students will become familiar with famous Revolutionary heroes and traitors.
22. Students will learn the parts of a biography and conduct research to develop their own biography about one Revolutionary figure.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Beyer, B., Craven, J., et al. *United States and its Neighbors*
 2. Egger-Bovet, H., & Smith-Baranzini, M. *US Kids History: Book of the American Revolution*
 3. Hazen, W. *Everyday Life: Revolutionary War*
- B. For Students
 1. Grade 3: Geography and History of the Thirteen Colonies
 2. Grade 1: American Revolution

IV. RESOURCES

- A. *US Kids History: Book of the American Revolution* p.14-15, 28-31, 32-34 (Lessons One, Four, and Five)

- B. *United States and its Neighbors* p.268-271, 280-281, 299-301, 303-305 (Lessons Two, Five, and Eleven)
- C. *Everyday Life: Revolutionary War* p. 3-4, 14, 26, 28-29, 42-45, 76-77 (Lessons Three, Five, Six, Seven, Nine, Eleven, and Twelve)
- D. *Colonial and Revolutionary America* p. 2 (Lesson Three)
- E. *And Then What Happened Paul Revere?* (Lesson Six)
- F. Auditory Tape: *Battle Road* (Lesson Six)
- G. *Paul Revere's Ride* (Lesson Six)
- H. *Lexington and Concord* p. 13-29 (Lesson Six)
- I. *Will You Sign Here, John Hancock?* (Lesson Nine)
- J. *Plays About Presidents* p. 9-15 (Lesson Ten)
- K. *Crossing the Delaware* (Lesson Ten)
- L. *The Winter at Valley Forge* (Lesson Eleven)

V. LESSONS

Lesson One: Geography (one day)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - 2. Lesson Content
 - a. Geography of Thirteen Colonies (not listed in *Core Knowledge Sequence*)
 - 3. Skill Objective(s)
 - a. The student will be able to identify the colonies as New England, Middle, or Southern.
 - b. The student will be able to locate the thirteen colonies on a given map and realize that many Revolutionary War events occur in this region.
- B. *Materials*
 - 1. *US Kids History: Book of the American Revolution* p.14-15 (reference copy for teacher)
 - 2. One enlarged map of the thirteen colonies per group of 2-4 students (may use Appendix B to enlarge)
 - 3. One set of cards with directions per group (explained in procedure)
 - 4. Appendix B: Thirteen Colonies worksheet (one copy for each child)
 - 5. Large wall map of the United States (reference for teacher and students to use)
- C. *Key Vocabulary*
 - 1. New England Colonies- Massachusetts, Connecticut, Rhode Island, New Hampshire
 - 2. Middle Colonies- New York, Pennsylvania, New Jersey, Delaware
 - 3. Southern Colonies- Virginia, Maryland, North Carolina, South Carolina, Georgia
- D. *Procedures/Activities*
 - 1. Orally review all of the states. This can be done the first few minutes of your history lesson each day. This should take no longer than five minutes and is to familiarize students with the region being discussed. After the first two weeks, you may wish to only review orally the thirteen colonies.
 - 2. Mention that the thirteen colonial regions will be the locale of many Revolutionary War events covered over the next few weeks.

3. Play Revolutionary Body Parts game from *US Kids History: Book of the American Revolution* p. 14-15. This game is similar to Twister. Students will be in groups of 2-4. Each group will need an enlarged map of the thirteen colonies and a set of direction cards. These will include directions such as: Place your right hand on New Hampshire, place your left foot on Massachusetts, Place your left hand on Connecticut, etc. Players will take turns reading a card from the stack and follow the directions. When a player falls, the number of colonies he/she touches is added up. The player who has touched the most colonies wins. When all cards in the set have been read once, reshuffle the deck and start again. May play as many times as desired.
 4. Give students worksheet (Appendix B). Have students list colonies under the categories of New England, Middle, or Southern. Tell them to color New England colonies blue, Middle colonies red, and Southern colonies green.
- E. *Assessment/Evaluation*
1. Students will categorize the colonies according to New England, Middle, or Southern and color these regions on a worksheet (Appendix B.)

Lesson Two: Background (two days)

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 2. Lesson Content
 - a. French and Indian War including alliances with Native Americans, The Battle of Quebec, and British gaining victory.
 3. Skill Objective(s)
 - a. Students will list key elements of the French and Indian War.
- B. *Materials*
1. Appendix C1: French and Indian War Review Sheet (one copy for each child)
 2. Appendix C2: French and Indian War Review Sheet answer key (reference copy for teacher)
 3. *United States and its Neighbors* p.268-271 (background information for teacher; may use any other reference book on French and Indian War instead)
- C. *Key Vocabulary*
1. Camouflage- coloring or covering that makes animals, people, and objects look like their surroundings
 2. War- a series of battles between two opposing forces
 3. Battle- a fight between two armies
 4. Militia- a group of volunteers who fight in times of emergency
- D. *Procedures/Activities*
1. Read through Lesson 13 for requirements of biographies since this is a project students will work on throughout the course of the unit. Instructions will all be included there.
 2. Review reasons British had for coming to America including religious freedom, owning land, gaining wealth, and obtaining fame. Ask the following questions: What conflicts did they have with the Native Americans? How did they go about resolving the problem of France wanting ownership of the land as well? Gear students along the line of thinking that several battles were fought to obtain land for themselves. Not only did they have to occasionally fight the Native

Americans already living there, but also the French who wanted the land. Explain that a war consists of a series of battles, and that we will be reading about the French and Indian War.

3. Tell students that throughout this war several fighting methods are used by the British soldiers. They will see a battle reenacted and will need to evaluate the fighting method at the end.
 4. Ahead of time assign a group of 4-6 students, to read a short section about the French and Indian War. Make sure the selection includes the European style line formation used under General Edward Braddock's command when British are easily overtaken by the French and Native Americans who are camouflaged and hidden behind trees. Several students will be the British soldiers and the others will be the French and the Native Americans. After giving the class introduction in steps 1 and 2, have the pre-selected group of students reenact a short battle.
 5. After the skit, ask students for opinions of this technique. Point out several problems such as the bright red uniforms and line formation making them easy targets, then compare to Native Americans being hard to shoot at because they were spread out, hidden among bushes and trees, and are camouflaged. Tell them that George Washington was under General Edward Braddock's command. Braddock was brought in because of his expertise back in England. Washington did mention that he was afraid of being such targets, but the commander did not listen. During the battle at Fort Duquesne, many British were killed including Braddock. Even Washington took a few shots and had a couple of horses shot out from under him. Before he died, Braddock said, "We shall know better how to do it next time." Tell students that as the battles progressed, changes were made in the fighting method, and later in 1759, the war turned in Britain's favor. They received a victory in 1763, which included gaining all the French land east of the Mississippi River, Canada, and the Ohio River Valley. Spain claimed all of French Louisiana west of the Mississippi. Point out these areas on a wall map of the United States.
 6. Have students complete a review sheet of background on the French and Indian War (Appendix C1).
- E. *Assessment/Evaluation*
1. Students will fill out a blank template with subheadings about key ideas about the French and Indian War with guided assistance (Appendices C1 & C2).

Lesson Three: Taxation (three days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will know how to use the processes and resources of historical inquiry.
 - c. Students will develop a sense of historical empathy.
2. Lesson Content
 - a. British taxation including Stamp Act, Townshend Acts, and the Intolerable Acts.
3. Skill Objective(s)
 - a. Students will identify the cause and effect relationship of various British imposed Acts.

- b. Students will conduct research about British imposed Acts and will orally present information to the rest of the class.

B. *Materials*

1. Appendix D: British/Colonist Evaluation (one copy for each child)
2. Appendix E: Principal Announcement (reference copy for teacher)
3. Appendix F: Cause/Effect Worksheet (one copy for each child)
4. *Everyday Life: Revolutionary War* p. 3-4 (background information for teacher)
5. *Colonial and Revolutionary America* p. 2 (background information for teacher)

C. *Key Vocabulary*

1. Townshend Act (1767)- these import tariffs were placed on goods such as tea, paper, glass, and paint
2. Quartering Act (1765)- One of the five laws of the Intolerable Acts; British troops were stationed in the colonies to prevent colonist uprisings; the Quartering Act required colonists to provide food and shelter for the British troops
3. Navigation Act (1651)- Colonists were required to transport goods only in British vessels
4. Stamp Act (1765)- this tax required colonists to pay for stamps placed on printed materials
5. Sugar and Molasses Act 1764)- colonists had to pay taxes on molasses imported from countries outside the British Empire

D. *Procedures/Activities*

1. British/Colonist activity: At the beginning of the day, divide class into two groups. Assign one group British, the other colonists. You will be King George III. The British make several rules the colonists will need to follow throughout the day. (Example: Colonists pay a tax each time they go to the bathroom, Colonists help British pack up for the day, etc.) Midway through the day, switch roles per group. At the end of the day fill out evaluation form about the activity (Appendix D).
2. Beginning the next lesson, have your principal announce or write a memo about certain changes that are suddenly being imposed upon fourth grade starting today (Appendix E). Gauge their reactions. Ask them how the announcement makes them feel and if this is fair. Tell them that the memo is not real and that it was just a demonstration of how all of a sudden King George would impose a new law or tax. Discuss that this truly upset the colonists.
3. Have students take out evaluation form from previous lesson (Appendix D). Go over questions together. Spend extra time on the last question. Discuss why gaining independence was becoming so important to the colonists.
4. Explain that causes bring effects and that there were several causes leading to war. Taxation was one of them.
5. Divide the class into groups to research several British imposed Acts such as Townshend Acts, Intolerable Acts including the Quartering Act, Navigation Act, Stamp Act, Sugar and Molasses Act. These are five acts, so each group would have five members. This would be better divided into two smaller groups, making a total of ten groups. Other Acts can be used and you may choose however many students in a group you wish. Have students use available resources to find information on their assigned Act. Pages 3-4 in *Everyday Life: Revolutionary War* or p.2 in *Colonial and Revolutionary America* gives great background information, but other reference books work as well. On a cause/effect worksheet (Appendix F) each group needs to fill in the cause and effect of their assigned Act.

6. For the next lesson, groups will present information about their Act and explain the cause and effect related to it. All students should be filling out their charts during presentations. Another option to this would be to have students also design a poster protesting their Act along with the research, and they could present these as well. Be sure to fill in any extra information for students if groups do not adequately cover all information.
- E. *Assessment/Evaluation*
1. Students will fill out a worksheet explaining the cause and effect of the Townshend Act, Quartering Act, Navigation Act, Stamp Act, and Sugar and Molasses Act (Appendix F).

Lesson Four: Boston Massacre (one day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will develop a sense of historical empathy.
 2. Lesson Content
 - a. Boston Massacre, Loyalists (Tories)
 3. Skill Objective(s)
 - a. Students will realize how the Boston Massacre affected present rising tension among colonists toward the British.
 - b. Students will understand the difference between Loyalists (Tories) and patriots.
- B. *Materials*
1. *US Kids History: Book of the American Revolution* p. 28-31 (one packet for each child)
- C. *Key Vocabulary*
1. Loyalists- colonists who remained loyal to Britain and opposed the Revolution
 2. Tories- colonists who remained loyal to Britain and opposed the Revolution
 3. Patriots- an American colonist who supported the fight against Great Britain
 4. Massacre- the killing of many people who cannot defend themselves
- D. *Procedures/Activities*
1. Give each student a copy of p. 28-31 in *US Kids History: Book of the American Revolution*. Entitled The Boston Massacre: A Play. There are fifteen parts. Assign parts to volunteers and orally read the play. (An option would be to give out parts the night before and have kids practice and add props as desired.)
 2. At the end of the play, define terms Loyalists, Patriots, and Tories, and be sure to address how the Boston Massacre added to the building tension between the loyalists and the patriots. Also mention Crispus Attucks' role in the Massacre.
- E. *Assessment/Evaluation*
1. Hold a class discussion reviewing major events leading up to and including the Boston Massacre addressing also that this event built further tension among patriots and loyalists.

Lesson Five: Boston Tea Party/First Continental Congress (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will know how to use the processes and resources of historical inquiry.
 - c. Students will develop a sense of historical empathy.
2. Lesson Content
 - a. Boston Tea Party
 - b. First Continental Congress
3. Skill Objective(s)
 - a. Students will define the important events relating to the Boston Tea Party and the First Continental Congress.
 - b. Students will discover the five important elements included in newspaper or magazine articles including who, what, when, where, and why?

B. *Materials*

1. *United States and its Neighbors* p. 280-281 (background information for teacher)
2. *US Kids History: Book of the American Revolution* p. 32-34 (background information for teacher)
3. *Everyday Life: Revolutionary War* p. 14 (one copy for each child)

C. *Key Vocabulary*

1. Boston Tea Party- event in 1773 in which colonists opposing the British tea tax dressed as Native Americans and dumped chests of tea into Boston Harbor
2. Intolerable Acts- British acts that closed Boston Harbor, dissolved the Massachusetts assembly, and required colonists in Boston to quarter British troops
3. First Continental Congress- a meeting in 1774 in which representatives from every colony except Georgia met together in Philadelphia
4. Petition- a written request signed by many people

D. *Procedures/Activities*

1. Tell students that they will be writing a newspaper article. All good newspaper articles include answers to the five questions: Who? What? When? Where? Why? They need to listen for answers to these questions as you read about the Boston Tea Party and the First Continental Congress. You may also wish to have these questions displayed on the board.
2. Read sections on Boston Tea Party and First Continental Congress to students. Any reference material on this is fine to use. Examples of good references on these sections are *United States and its Neighbors* p. 280-281 or *US Kids History: Book of the American Revolution* p. 32-34.
3. Ask students what the answers to the five questions are. Write answers next to the questions on the board. Tell them to pretend that they are a reporter for a Boston magazine or newspaper and that they were in Boston the night of the Tea Party. Another option to give them is to pretend they were in the room during the First Continental Congress meetings. Have them write a short news story describing one of these events on p. 14 from *Everyday Life: Revolutionary War*. They need to be sure to cover answers to the five questions discussed earlier.
4. Have a few students share their articles. Summarize major events of the Boston Tea Party and First Continental Congress together.

- E. *Assessment/Evaluation*
1. Students will write a 1-3 paragraph newspaper article about the events of the Boston Tea party or the First Continental Congress in which they must include the answers to the questions who, what, when, where, and why?

Lesson Six: Paul Revere's Ride/ Concord and Lexington (two-three days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will know how to use the processes and resources of historical inquiry.
 - c. Students will develop a sense of historical empathy.
2. Lesson Content
 - a. Paul Revere's Ride
 - b. Concord and Lexington
3. Skill Objective(s)
 - a. Students will learn about Paul Revere's ride and his impact upon history.
 - b. Students will understand the relevance of Concord and Lexington in accordance with the American Revolution.
 - c. Students will use poetry to convey historical information.

B. *Materials*

1. *And Then What Happened, Paul Revere?* p. 46-47 (reference copy for teacher)
2. *Everyday Life: Revolutionary War* p. 26 (background information for teacher)
3. *Lexington and Concord* p. 13-29 (picture book to read aloud)
4. Auditory Tape: *Battle Road*
5. *Paul Revere's Ride* (picture book to read aloud)

C. *Key Vocabulary*

1. Minutemen- an army of citizens at the time of the American Revolution who claimed to be ready to fight the British on a moment's notice
2. Concord- capital of New Hampshire; a town in eastern Massachusetts, site of one of the first battles of the American Revolution; Minutemen used this village to store guns in
3. Lexington- a town in eastern Massachusetts, site of one of the first battles of the American Revolution; British and patriots battled here when British traveled through toward Concord to retrieve hidden weapons

D. *Procedures/Activities*

1. Give students a little background information about Paul Revere, such as facts about his childhood, things he did growing up, his profession he held, etc. *And Then What Happened, Paul Revere?* is good for background reference. If you have any artifacts pertaining to Paul Revere present them here. Give a bit of background knowledge about his ride such as the fact that he was only one of many riders that gave warnings about approaching British. Page 26 from *Everyday Life: Revolutionary War* is a great source for background knowledge.
2. Read p. 13-29 from *Lexington and Concord* aloud to students. This book shows great pictures of areas Paul Revere traveled through along with a detailed account of the battles and events that happened along the path.
3. Play the auditory tape, *Battle Road*, of Paul Revere's Ride. This tape follows the true account of his ride including sound effects.

4. Read *Paul Revere's Ride*. This is a picture book version of Longfellow's poem. Discuss the reason Paul Revere became so famous as opposed to other riders was greatly because of Longfellow's poem. Mention also that the main reason he chose Revere was because more words rhymed with his name as opposed to Dawes. Also explain that his poem retells many of the events of the midnight ride, however several facts are a bit skewed or inaccurate. Ask for several examples of where the facts from the book differed from the historical account discussed as a class earlier.
 5. Tell students that Longfellow was under a bit of scrutiny about this, however he did take poetic license to make some of the lines rhyme or flow together better. Explain that poets often use what is called "poetic license" and sometimes make some changes to grammar or historical content. Tell students this is something to keep in mind when they write their own poems or when they read poetry.
 6. Inform students that they will be given a chance to make William Dawes famous through a poem about his ride written by them. Have students work with one or two partners to write a poem about William Dawes. Share several examples together as a class when finished.
 7. At this point, give students study guide over information covered so far (Appendix K). Review this material over the next few days, and then have students take an exam (Appendix L).
- E. *Assessment/Evaluation*
1. Students will write an account about Lexington and Concord through the eyes of William Dawes in which they will include several events from Paul Revere's ride.
 2. Students will take a cumulative exam over information covered in the unit thus far (Appendix L.)

Lesson Seven: Bunker Hill (one day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will develop a sense of historical empathy.
 2. Lesson Content
 - a. Bunker Hill
 3. Skill Objective(s)
 - a. Students will differentiate between the main idea and details in a series of paragraphs about Bunker Hill, Fort Ticonderoga, and Henry Knox.
- B. *Materials*
1. *Everyday Life: Revolutionary War* p. 28-29 (one copy for each child)
 2. Plain typing paper or tagboard (one sheet for each child)
 3. Highlighters (one for each child)
- C. *Key Vocabulary*
1. Fort Ticonderoga- a historic fort on Lake Champlain, in New York. Ethan Allan and Benedict Arnold led troops to capture fort, gaining cannons, without firing a single shot here
 2. Bunker Hill- a small hill on Charlestown Peninsula in Massachusetts; Revolutionary battle occurred here, where outnumbered American soldiers killed numerous British, proving they could be taken serious as fighters

3. Breeds Hill- a small hill near Bunker Hill where most of the fighting during the Battle of Bunker Hill took place
 4. Mercenaries- soldiers hired to fight in another country's war
- D. *Procedures/Activities*
1. Have students read pages 28-29 from *Everyday Life: Revolutionary War*. Have students highlight the topic sentence from each of the paragraphs along with a few other key points.
 2. Review highlighted material. Comment on why certain sentences are the main idea as opposed to others. Make sure that relevant information about Bunker Hill, Fort Ticonderoga, and Henry Knox's trek to obtain cannons are highlighted. Add any extra pertinent information about these topics from other sources if you have it.
 3. Have students fold a piece of paper into thirds (like a brochure). The paper needs to be turned sideways to make the folds into columns. At the top of each section, students label the following: Bunker Hill, Fort Ticonderoga, Henry Knox. They need to use their reference page and pick out three important facts about each section. Guide them to highlighted areas for key points. Under the three facts have students include an illustration for each section. May either share these to class or display them around the room depending on time.
- E. *Assessment/Evaluation*
1. Students will read a selected passage and highlight the main ideas in which to use for a simple brochure about Bunker Hill, Fort Ticonderoga, and Henry Knox.

Lesson Eight: Second Continental Congress (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will know how to use the processes and resources of historical inquiry.
 - c. Students will develop a sense of historical empathy.
2. Lesson Content
 - a. Second Continental Congress
3. Skill Objective(s)
 - a. Students will develop an understanding of what it may have been like to have been a delegate at the Second Continental Congress.
 - b. Students will learn the key points of the Second Continental Congress.

B. *Materials*

1. Teacher made invitations to the Second Continental Congress (one for each child)
2. Thirteen issue cards (explained in procedure)
3. Appendix E: Personal Voting Record (one copy for each child)
4. Appendix A: Second Continental Congress background (teacher reference copy)

C. *Key Vocabulary*

1. 2/3 majority vote- if 2/3 of the House and Senate vote yes, the bill becomes a law
2. Second Continental Congress- a meeting in Philadelphia in 1775 attended by delegates from all 13 colonies; it decided to set up an army to fight the British and issued the Declaration of Independence
3. Aye- a vote for an issue (yes)

4. Nay- a vote against an issue (no)
 5. Delegate- a person chosen by people to represent them
- D. *Procedures/Activities*
1. Ahead of time, pass out invitations to each student asking them to attend the Second Continental Congress in Philadelphia, Pennsylvania. (The meeting place will really be the classroom, but they can pretend it is Pennsylvania. Refer to Appendix A: Classroom Setup. An option may be to meet at that area of the Freedom Trail if your room is set up accordingly.) You will also need to develop issue cards ahead of time. These are cards on which a particular issue is written that pertains to all students. For example: homework, uniforms, etc.
 2. Divide class into 13 groups representing colonies and then move desks accordingly. Give each colony an issue card to read and debate. Tell the students that they must debate both sides of the issue they receive. For example, the group that receives the issue card for homework would have one person give reasons for having homework and one person would give reasons why there shouldn't be any homework assigned. They must present these debates to the class.
 3. The students then vote "aye" or "nay" when their name is called by the house secretary (you may choose any student to fill this position.) The vote passes if a majority rules. Explain that in Congress a bill passes with a 2/3 vote.
 4. Have students complete personal voting record (Appendix E) on which they will check "aye" or "nay" as their opinions on the debated issues.
 5. After collecting personal voting records, instruct students to take notes on key points of the Second Continental Congress (see Appendix A).
- E. *Assessment/Evaluation*
1. The students will participate in a simulation of the Second Continental Congress through a class debate about important school issues after taking notes about key points of the Second Continental Congress.

Lesson Nine: Declaration of Independence (one day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 2. Lesson Content
 - a. Declaration of Independence
 - b. Thomas Paine's *Common Sense*
 3. Skill Objective(s)
 - a. Students will become familiar with key aspects of signing the Declaration of Independence such as who, what, when, where, and why?
 - b. Students will understand that a process must be followed to change rules or laws beginning with a signed, written intent of change.
- B. *Materials*
1. *Everyday Life: Revolutionary War* p. 42-45 (one packet for each child)
 2. *Will You Sign Here, John Hancock?* (picture book to read aloud)
 3. Appendix A: Directions for quill pen (teacher reference copy)
 4. 10 quill pens (made using Appendix A directions)
 5. 4-6 small containers of black tempera paint (for the ink)
- C. *Key Vocabulary*
1. Declaration- proclaiming or making a strong statement

2. Independence- freedom from the control or support of others
3. Declaration of Independence- an official document issued by the Second Continental Congress explaining to the world why the American colonies had to break away from Great Britain
4. Liberty- freedom
5. Revolution- a sudden, complete change in government

D. *Procedures/Activities*

1. Ahead of time read instructions from Appendix A: Directions for quill pen. Beforehand, make approximately 10 pens students can use to sign their name with.
2. Read p. 42-45 from *Everyday Life: Revolutionary War*. Have the following questions on the board: When and where was The Declaration of Independence signed? Who wrote it? Why are the colonists declaring independence? Who signed it? From reading this section, what do you think it means when someone says to sign your “John Hancock?” Why do you think he signed so large? What were the dangers of signing the Declaration of Independence? What impact did Thomas Paine’s book *Common Sense* have upon people’s opinion to separate from Great Britain? While reading, have students highlight the answers to these questions in their packet. Go over answers after reading.
3. Give some extra background information about John Hancock and his contributions toward the American Revolution. You may wish to read *Will You Sign Here, John Hancock?* at this time. This could also be done during Read Aloud time if preferred. Make sure to let students know that John Hancock had a very flamboyant personality and that most of the things he did involved lots of flair including the elaborate clothes he wore and parties he gave. He always wanted to be sure he was noticed. When signing the Declaration, he wanted to make sure the king saw his signature on there, so he signed very large. When people refer to their “John Hancock” they are talking about their signature.
4. Make sure students understand the term “Declaration of Independence.” You may wish to discuss the definitions of “declaration” and “independence.” Also, review once more why the colonists felt such a strong need to declare their independence from Great Britain. Have them brainstorm areas in their life where they would like to declare independence from something, such as chores, going to bed early, etc.
5. Have students write their own short “Declaration of Independence” regarding one of the ideas mentioned during brainstorming or another idea of their own. When finished, have students sign their document with a quill pen to make it official. Remind students that when they sign their name on a document it makes it official. (However if their declaration of independence is not very reasonable, try to accommodate it just for one day.) As an alternative to pre-making the 10 quills for students to sign their documents with, you may wish to have students make their own quills. Be sure to add extra time and provide extra materials for this option.

E. *Assessment/Evaluation*

1. Upon reviewing who, what, when, where, and why the Declaration of Independence was written, students will draft their own declaration of independence relating to an issue in their life they wish to declare independence from.

Lesson Ten: Battle at Trenton (one day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will develop a sense of historical empathy.
2. Lesson Content
 - a. Battle at Trenton including crossing the Delaware River (not listed in *Core Knowledge Sequence*)
3. Skill Objective(s)
 - a. Students will summarize how important the Battle at Trenton was to Washington and his men.

B. *Materials*

1. *Plays About the Presidents* p.9-15 (twelve packets)
2. *Crossing the Delaware* (picture book to read aloud)

C. *Key Vocabulary*

1. Trenton-capital of New Jersey; site of an important battle in the American Revolution where Washington's men attacked unsuspecting British troops on Christmas Day of 1776
2. Delaware River- ice-choked river Washington and his men crossed when making a sneak attack upon British troops at Trenton, New Jersey

D. *Procedures/Activities*

1. Ahead of time assign parts for the short skit about Washington crossing the Delaware River for the battle at Trenton entitled George Washington: A Christmastime Victory, p. 9-15 from *Plays About the Presidents*. On students' own time have them practice their parts and prepare any props they wish to use.
2. During the next lesson time, have actors perform their short play. If desired, you may make extra copies for students not performing to follow along on during the play. Afterwards, have some of the audience (students without parts) summarize what the play was about.
3. Show several pictures from *Crossing the Delaware*. Read a few of the diary entries from the picture book as well.
4. Have students entitle a sheet of paper "Battle Diary." Skipping a line, have them enter the heading "Battle at Trenton." Referring back to the picture book having been written in diary form, ask them what they would have entered into a diary about the battle of Trenton. Give them 10-20 minutes to make an entry under this heading. Remind them to use their senses and make the reader feel as if they are experiencing this time with them. Share a few of the entries as a class.
5. Be sure to point out that the great success of this battle was due to Washington's persistence on bringing all of his troops over, even though it was dangerous and took many trips across the Delaware. Because of crossing on Christmas Day, a move that the British troops truly were not expecting, Washington's men were able to take the troops completely off guard, barely losing any of his own men. This was a huge morale booster to his men; something they greatly needed at the time.

E. *Assessment/Evaluation*

1. Students will write a short diary entry about what it would have been like to be in Washington's army during the Battle at Trenton.

Lesson Eleven: Saratoga/ Valley Forge (two days)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will develop a sense of historical empathy.
2. Lesson Content
 - a. Victory at Saratoga
 - b. Valley Forge
3. Skill Objective(s)
 - a. Students will define the contributions of the victory at Saratoga, the winter at Valley Forge, and The War at Sea to American fighters.

B. Materials

1. *Everyday Life: Revolutionary War* p. 76-77 (teacher reference copy)
2. *United States and its Neighbors* p. 299-301, 303-305 (teacher reference copy)
3. *The Winter at Valley Forge* (picture book to read aloud)
4. Red, white, or blue construction paper (two sheets for each child)

C. Key Vocabulary

1. Saratoga- a city in east-central New York. Became a turning point in the American Revolution when Americans reached this area first and outnumbered British troops forcing them to surrender
2. Valley Forge- a town in southeast Pennsylvania, the place Washington camped during the winter of 1777-1778

D. Procedures/Activities

1. This lesson is rather lengthy and covers a large portion of information at once. It could easily be broken into two sections. Use reference materials to tell students about the key points of the battle at Saratoga. Several examples are p. 76-77 from *Everyday Life: Revolutionary War* or p. 299-301 from *United States and its Neighbors*. Be sure students realize that at this point France joined the colonists in the war. You may also wish to include a bit of background information such as: Burgoyne journeyed to Saratoga, he brought over 600 wagons with them, thirty of these being used for his personal baggage. Due to this enormous load, it took him twenty days to move twenty-two miles. The Americans had plenty of time to greet them at Saratoga with more than 6,000 men, outnumbering the British troops. Burgoyne and his men had to surrender, making the patriots the victors. This helped prove that Americans could defeat the British's forces, and soon their former enemy France was willing to join their cause against the British, becoming their new allies.
2. Have students enter another heading in their "Battle Diary" entitled "Turning Point at Saratoga." They may either pretend to be traveling in Burgoyne's army toward Saratoga or be a member of the American militia that awaited Burgoyne's troops at Saratoga. Again they are to guide the reader through what they experienced along the way.
3. Next, read a few diary entries from *The Winter at Valley Forge*. Discuss some of the hardships Washington and his men faced here. Discuss how when the Continental Congress was asked for more supplies, they did not send them. Point out how Washington showed great character during this time. Although he was frustrated about their situation, he kept up the morale for the troops and never lost hope. This made many of his men proud to stand by him and fight.

4. Again have students add a diary entry about this experience headed “Winter at Valley Forge.” They may wish to portray either Washington or one of his men’s point of view.
 5. Finally read the short section about John Paul Jones and the War at Sea. Reference choices again may include *United States and its Neighbors* p. 303-305 or *Everyday Life: Revolutionary War* p.77. Be sure to discuss George Roger Clark’s progress on the frontier war including Francis Marion’s status in the south. Mention that although there was no official Navy at that time, several merchant ships were turned into war ships and became the Continental Navy. Out of the different battles fought at sea, John Paul Jones’ victory is most remembered due to the spirit he portrays through his famous quote, “I have not yet begun to fight!” when asked to surrender.
 6. Have students make their last diary entry entitled, “War at Sea.” They are to pretend they are on the *Bonhomme Richard* with John Paul Jones describing what the battle was like. If they would rather, they could write their entry about George Roger Clark’s or Francis Marion’s experience instead.
 7. When finished with all entries, have students pick their favorite ones to share. Add construction paper to the front and back of their pages for the cover. They can add decorations on here such as different illustrations of scenes they wrote about.
- E. *Assessment/Evaluation*
1. Students will write short diary entries about what it would have been like to be one of Burgoyne’s, Washington’s, or John Paul Jones’ men during their battles in the American Revolution.

Lesson Twelve: Victory at Yorktown (one day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will develop a sense of historical empathy.
 2. Lesson Content
 - a. Cornwallis’ surrender at Yorktown
 3. Skill Objective(s)
 - a. Students will indicate the battle location and strategy involved in the surrender at Yorktown.
- B. *Materials*
1. *Everyday Life: Revolutionary War* p. 77 (teacher reference copy)
 2. Appendix G: Map of Yorktown (one copy for each student)
 3. Appendix H: Surrender at Yorktown- Notes For the Teacher (background information for teacher)
- C. *Key Vocabulary*
1. Yorktown- a town in southeastern Virginia, the site of the last major battle of the American Revolution
- D. *Procedures/Activities*
1. Read p. 77 from *Everyday Life: Revolutionary War* about Washington’s trap set for Cornwallis.
 2. Give students a map of Yorktown (Appendix G). Use Appendix H: Surrender at Yorktown- Notes for the Teacher as a guide to this map activity. They will be

strategizing on the best way to stop Cornwallis' troops. The goal is for them to see the effectiveness of Washington's trap he set for Cornwallis, leaving him no choice but to surrender. Specific directions are explained in Appendix K.

3. Review whether their choices were the same as the one Washington made. Have them share some examples of their strategies. Make sure they make corrections on their maps as to the correct path taken by Washington and his men.

E. *Assessment/Evaluation*

1. Students will plot on a map how Washington trapped the British forces at Yorktown which forced them to surrender by drawing Xs to represent where Washington sealed off the land and triangles in the bay around the peninsula to show where the French fleet was located (Appendix G).

Lesson Thirteen: Famous People of the Revolution (two-three days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will develop a sense of historical empathy.
2. Lesson Content
 - a. Famous People of the Revolution including Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher, Lafayette, Kosciusko, von Steuben, Benedict Arnold, John Paul Jones, Nathan Hale, and others as listed on appendix.
3. Skill Objective(s)
 - a. Students will become familiar with famous Revolutionary heroes and traitors.
 - b. Students will learn the parts of a biography and conduct research to develop their own biography about one Revolutionary figure.

B. *Materials*

1. Appendix J: Famous People of the Revolution (teacher reference copy)
2. Appendix I: Biography Fact Sheet (one copy for each child)

C. *Key Vocabulary*

1. Biography- a book or story about someone's life
2. Bibliography- a list of writings on a subject

D. *Procedures/Activities*

1. This lesson should actually be explained to students at the beginning of the Revolutionary War Unit, just before Lesson Two. Give students a list of famous people of the Revolution (Appendix J). Have each student choose one of the people from the list of famous characters to research.
2. Ask students if they know what a biography is. Tell them that they will become experts on the person they have chosen and will be writing a biography about them. Ask what aspects of a person's life should be covered for it to be a thorough biography. Write their different ideas on the board. Tell them that this will be a five-paragraph biography covering most of those items. (Paragraph 1: Introduction (when, where born), Paragraph 2: early years (growing up), Paragraph 3: friends/family, Paragraph 4: major role in the Revolutionary War, Paragraph 5: Conclusion (later years, death)). They will need to find resources on their own time. Guide students through the research process during Language Arts time over the next few weeks. You may wish to make this biography

shorter or longer to suit your needs. This would be a good place to add a rudimentary bibliography as stated in the *Core Knowledge Sequence* p.87. At the end of their biography research you may wish to go over what a bibliography is and the steps to take for it.

3. Students should have finished their reports by the end of the unit. To complete this unit, have students share their biographies to the rest of the class. Presentations will probably take two class periods. They will need to have a visual aid during their presentation. A few examples would be to dress up as their character, to make a biography body (trace their own body on butcher paper, cut it out, and decorate it to look like their character), a poster, short videotape, etc.
 4. During presentations, the audience (students not presenting) will need to fill out a fact sheet about each of the characters. (Appendix I). They need to listen for certain facts such as when/where the person was born, the role they played in the Revolutionary War, how/when they died, if he/she was a hero or traitor, and one interesting detail about this person. After each presentation, ask students what the answers to these questions are to give them a chance to fill in blanks on their fact sheet they may have missed during the student presentation. Continue this process for all biography presentations.
 5. At the end of all presentations, add any extra pertinent information about these characters students may not have covered, including famous quotes as mentioned in the *Core Knowledge Sequence*.
- E. *Assessment/Evaluation*
1. Students will write a five-paragraph biography including a bibliography about a famous character of the Revolutionary War in which they will orally present to the rest of the class.
 2. After hearing various presentations about famous Revolutionary figures, students will list several important facts about each one including when and where they were born, their important role played during the Revolution, how/when they died, if they were considered a hero or a traitor, and one additional detail of their choice.

VI. CULMINATING ACTIVITY

- A. One week prior to completing this unit, give students a study guide (Appendix M) covering material for their unit exam (this will be content taught after Paul Revere's Ride: Lessons 6-13). Review this information by using a review game of your choice. Give students culminating exam (Appendix N.)
- B. Additional wrap-up activity may be to coordinate with the third grade teacher and have a colonial fair including booths, colonial games, and food from that era. For sample resources for activity ideas see *Revolutionary War Era Activity Book* or *Colonial America: Cooperative Learning Activities*.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Classroom Setup, Shoebox Kit Directions, How to Make a Quill Pen, and Teacher Background on Second Continental Congress
- B. Appendix B: Map of Thirteen Colonies
- C. Appendix C1: French and Indian War Student Review Sheet
- D. Appendix C2: French and Indian War Student Review Sheet Answer Key
- E. Appendix D: British/Colonist Evaluation
- F. Appendix E: Principal Announcement/Personal Voting Record

- G. Appendix F: Cause/Effect Worksheet
- H. Appendix G: Map of Yorktown
- I. Appendix H: Surrender at Yorktown- Notes For the Teacher
- J. Appendix I: Biography Presentations
- K. Appendix J: List of Famous People of the Revolution
- L. Appendix K: "Toward the American Revolution" Study Guide (three pages)
- M. Appendix L: "Toward the Revolution" Test (four pages)
- N. Appendix M: "The Revolution" Study Guide (three pages)
- O. Appendix N: "The Revolution" Test (four pages)

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Appendix A-A Revolutionary Idea

Classroom Setup

Before starting this unit the teacher could decorate the classroom to simulate the Freedom Trail in Boston, Massachusetts. Use red paper to make the trail and put posters and/or activities up along the lower part of the wall to represent each major point of interest along the trail. Major points of interest include the Boston Common, Old State House, Park Street Church, Granary Burying Ground, First Public School Site, Old Corner Bookstore, Old South Meeting House, The Boston Massacre Site, Paul Revere House, Old North Church, and Bunker Hill Monument. Students could visit the trail in their free time or the teacher could use it within the lessons.

Shoebox Kit- Adapted from Constance Hoagg, University of South Dakota

The idea of a shoebox kit is to include all of the activities we don't usually have time for to do as a class. This is one strategy to help in this area. Decide on activities that students are able to complete on their own with little or no instruction from the teacher. These activities can be about the life of people from a certain time period, science themes or author studies. Try to make the activities as self-contained as possible. Gather all the materials needed for each activity including brief directions and put each activity into gallon size baggies. Students can choose a baggie after completing any work or if they have some free time. Put all baggies into a shoebox or plastic container labeled, "The American Revolution."

How To Make A Quill Pen

Materials: one goose quill or other long feather (about 10 inches long; available at craft stores) for each student; scissors; straight pin; a 4"x 4" felt square for each student; pan of warm, soapy water; several inkwells filled with ink for students to share; paper

Steps:

1. Soak the quill in warm, soapy water for about 15 minutes; then trim off two inches of the bottom feathers on the quill.
2. Cut off the end of the quill stalk at an angle, creating a nib, or point.
3. Use the straight pin to carefully clean out the inside of the stalk at the end.
4. Cut a small slit in the nib to control the ink flow.
5. Dip the nib into an inkwell; then gently blot the excess ink from the nib onto a piece of felt.
6. Hold the pen at a slant to write; then experiment with different angles and pressures. When the pen runs dry, dip it in the inkwell again. If the nib wears down, simply repeat Steps 2-4 to cut a new one.

Teacher Background Second Continental Congress

*As with the First Continental Congress the Second Continental Congress also takes place in Philadelphia, Pennsylvania.

*There were two very important things that come about because of this second meeting of delegates from each colony.

- An American army and navy were created. George Washington was selected to be the commander in chief of the army, which was called the Continental Army.
- The Declaration of Independence was written and signed.

Appendix B-A Revolutionary Idea



Appendix C1-A Revolutionary Idea

Name _____

French and Indian War (Seven Years' War) Student Review Sheet

- (1) Why did the British call the war the French & Indian War?

- (2) During the 1700's the European countries of _____ and _____, both had colonies in North America and as part of both of their North American colonies, _____ and _____ both claimed the area between the British colonies on the eastern seaboard and the Mississippi River, north to the Great Lakes and south to the Gulf of Mexico. Why would both of these countries want this piece of land?

- (3) Since neither the British nor the French were willing to give up the land, a _____ began between the two sides in _____.

- (4) It is also called the Seven Years' War because the British declared war on the French in Europe in _____ and the war ended in 1763.

- (5) The Native Americans that took the side of the _____, was the Iroquois Confederacy. Although the French treated the Native Americans fairly the Iroquois didn't like the French because the French took sides with one of their enemies, the Huron Indians.

- (6) At the beginning of the war the British had trouble fighting against the French and the Native Americans that helped them; the French troops used the _____ as camouflage and fired at the British from hidden places in the woods.

- (7) The British were used to fighting in open battlefields and the English general; General Edward Braddock refused to let his troops take cover. Also, part of the uniform of a British soldier was a _____ coat, so the British made easy targets.

- (8) _____ was under General Braddock's command at this time and he mentioned to Braddock that he was afraid of being such easy targets. The commander did not listen.

- (9) During the battle at _____, many British were killed including Braddock. Even Washington took a few shots and had a couple of horses shot out from under him.

- (10) As the battle progressed, changes were made in the fighting method, and later in 1759, the war turned in England's favor. They received a victory in 1763, which included gaining all the French land east of the _____, _____, and the _____. Spain claimed all the French Louisiana west of the Mississippi.

- (11) One of the last and most important battles was the _____. The British troops traveled up the St. Lawrence River to the city of Quebec. The British won the battle and the French in Quebec surrendered.

Appendix C2-A Revolutionary Idea

Name _____

French and Indian War (Seven Years' War) Student Review *Answer Key*

(1) Why did the British call the war the French & Indian War?

The British called the war the French and Indian War because they were fighting against the French and there were Native American tribes that joined the French to fight against the British.

(2) During the 1700's the European countries of *France and England*, both had colonies in North America and as part of both of their North American colonies, *France and England* both claimed the area between the British colonies on the eastern seaboard and the Mississippi River, north to the Great Lakes and south to the Gulf of Mexico. Why would both of these countries want this piece of land?

The rivers made transportation by boat possible and facilitated trade between places. The water from the river could be used to irrigate crops. The land in the valley was fertile, good for growing crops. The British and the French were made lots of money as fur trappers.

(3) Since neither the British nor the French were willing to give up the land, a *war* began between the two sides in *1754*.

(4) It is also called the Seven Years' War because the British declared war on the French in Europe in 1754 and the war ended in *1763*.

(5) The Native Americans that took the side of the *British*, was the Iroquois Confederacy. Although the French treated the Native Americans fairly the Iroquois didn't like the French because the French took sides with one of their enemies, the Huron Indians.

(6) At the beginning of the war the British had trouble fighting against the French and the Native Americans that helped them; the French troops used the *trees* as camouflage and fired at the British from hidden places in the woods.

(7) The British were used to fighting in open battlefields and the English general; General Edward Braddock refused to let his troops take cover. Also, part of the uniform of a British soldier was a *red coat*, so the British made easy targets.

(8) *George Washington* was under General Braddock's command at this time and he mentioned to Braddock that he was afraid of being such easy targets. The commander did not listen.

(9) During the battle at *Fort Duquesne*, many British were killed including Braddock. Even Washington took a few shots and had a couple of horses shot out from under him.

(10) As the battle progressed, changes were made in the fighting method, and later in 1759, the war turned in England's favor. They received a victory in 1763, which included gaining all the French land east of the *Mississippi River, Canada*, and the *Ohio River Valley*. Spain claimed all the French Louisiana west of the Mississippi.

(11) One of the last and most important battles was the *Battle of Quebec*. The British troops traveled up the St. Lawrence River to the city of Quebec. The British won the battle and the French in Quebec surrendered.

Appendix D-A Revolutionary Idea

Name _____ # _____

Date _____

1. How did you feel about being a colonist? How did you feel about being British?

2. Did you see any personality changes occurring within the classroom? What changes happened in the British? What were the changes with the colonists? Were they positive or negative changes?

3. Which did you like being better, British or a colonist? Explain your reasons.

4. When you were British, how did you feel about the colonists? When you were a colonist, how did you feel about the British?

5. Did you notice any changes in yourself during this activity? Were you pleased with your actions and feelings?

6. How do you think the colonists in America felt about the British? Why was gaining independence so important to them?

Appendix E-A Revolutionary Idea

Principal Announcement
(Adapted from Baltimore Curriculum)

To the students at _____ Elementary,

I saw the need to make a few changes in the responsibilities and privileges of the students here at _____ Elementary. Starting Monday, in order to make time for longer periods of math, science, history, literature, reading and language the following changes will take place:

- There will no longer be recess allowed during the school day.
- You will have 10 minutes to eat lunch.
- The school day will begin at 7:00 a.m. and end at 5:00 p.m.
- There will no longer be any field trips allowed.

Also, students will be required to complete four hours of homework each night including the weekends.

Sincerely,

Your principal

Personal Voting Record


Name _____

Issue	Aye	Nay

Appendix F-A Revolutionary Idea

Name _____
 Directions:
 Students will define the Act in the Cause box and write what happened to the colonists or what the colonists did because of the Act in the Effect box. For example, students will define what the Stamp Act is and how it affected the colonists.

Cause	Effect
Stamp Act	
Navigation Act	
Townshend Acts	
Sugar and Molasses Act	
Tea Act	
Quartering Act	



Appendix G-A Revolutionary Idea



Appendix H-A Revolutionary Idea

Surrender at Yorktown-Notes for the teacher

1. Give each student a copy of the map of Yorktown. (See Appendix G.)
Tell the students that General Cornwallis marched his troops onto the peninsula of Yorktown.
2. Ask: What is a peninsula? (a long section of land that extends onto the water)
3. Ask: Was marching to the peninsula of Yorktown a good idea? (accept any student responses)
4. Tell the students to pretend to be General Washington, how would they attack Cornwallis? Tell the students to draw on the map how they would attack Cornwallis.
5. Ask: How many ways are there to exit from Yorktown? (two—west by land off the peninsula or by water)
Explain to the students that General Cornwallis was depending on British reinforcements to come by sea, but this did not happen. Instead, when General Washington heard what Cornwallis had done, he sent troops to seal off the peninsula in Virginia.
6. Tell students to draw a series of X marks on their maps to show where Washington sealed off the land.
Tell the students that then, French warships reached the peninsula, so the British were completely surrounded.
7. Have the students draw triangles in the bay around the peninsula to show where the ships were attacked.
8. Ask: What options did the British have?
Tell the students that American forces attacked and General Cornwallis was forced to surrender on October 19, 1781. This was the end of the Revolutionary War.
9. Ask: Did your plan of attack match General Washington's and the French fleet? (if not, have the students erase and correct their map)

Adapted from the Baltimore Curriculum Project

Appendix I-A Revolutionary Idea

Biography Presentations Name _____

Person _____

Where/When Born _____

Important Role in
Revolution _____

Hero or Traitor _____

Interesting
Detail _____

Person _____

Where/When Born _____

Important Role in
Revolution _____

Hero or Traitor _____

Interesting
Detail _____

Appendix J-A Revolutionary Idea

List of Famous People of the Revolution

Margaret Corbin	George Washington
Mary Hays (Molly Pitcher)	John Hancock
Deborah Sampson	Benjamin Franklin
Thaddeus Kosciusko	Elizabeth Freeman
Marquis de Lafayette	Phillis Wheatley
Fredrich von Steuben	
Nathan Hale	
Thomas Paine	
John Paul Jones	
Henry Knox	
Thomas Jefferson	
Charles Cornwallis	
John Burgoyne	
Paul Revere	
Samual Adams	
John Adams	
Edward Braddock	
King George III	
Patrick Henry	
Crispus Attucks	
William Dawes	

Name _____ # _____

Date _____

“Toward the American Revolution” Study Guide

I. BACKGROUND INFORMATION

Countries that settled in North America:

- Spain
- France
- England

Reasons for leaving Europe and settling in America:

- religious freedom
- owning land
- gain wealth
- fame

Battle at Fort Duquesne:

- Braddock and Washington led a militia against the French and Indians
- Braddock had men wear bright red uniforms and fight in European-style line formation
- French and Indians were in camouflage and hid among bushes and trees, shooting British targets
- French and Indians won this battle

French and Indian War:

- also called “seven years’ war” (1756-1763)
- British fought against the French and Indians for French territory
- British won and gained all land east of Mississippi River, the Ohio River Valley and Canada
- War left British weakened and in debt

II. CAUSES OF REVOLUTION

King George’s Proclamation (1763):

- all land *east* of Appalachians was colonists’ land
- all land *west* of Appalachians were Indians’ land
- declared to keep peace between colonists and Indians

Appendix K, page 2-A Revolutionary Idea

Result of Proclamation:

- colonists became upset their land was being taken away
- King George worried colonists would battle with the Indians and sends 10,000 troops to the colonies to keep peace
- King George would tax colonists to pay for the troops

Ways Colonists Protested the Stamp Act:

- burning offices and homes of Stamp Act agents
- burning stamps
- threats against stamp agents
- stamp sellers were tarred and feathered

Townshend Acts:

- named after Lord Charles Townshend "Champagne Charlie"
- taxes on goods sent to colonists from Britain such as:
 - paints
 - tea
 - glass
 - paper goods
 - lead

Boston Tea Party:

- colonists rebelled against tea tax
- colonists dressed up as Indians
- they threw 342 chests of British tea into the harbor

Intolerable Acts:

- 5 laws passed to punish colonists for destroying British tea
- includes the Quartering Act

Boston Massacre:

- a mob of colonists threw rocks and snowballs at British troops
- troops fired at colonists
- 4 people died including Crispus Attucks
- this angered colonists greatly and led to more riots

First Continental Congress:

- voted to cut off trade with Britain until Intolerable Acts were repealed
- sent petitions to King George III asking these acts to be repealed

Appendix K, page 3-A Revolutionary Idea

Paul Revere:

- redcoats going to Concord to raid guns stored by minutemen
- they go through Lexington to get to Concord
- Paul Revere and friend William Dawes speed through the countryside to warn villagers that “the British are coming”
- In Lexington- 18 minutemen die; shot fired and “heard ‘round the world”
- In Concord, battle at North Bridge where colonists keep British from taking more than 3 cannons
- 247 Redcoats killed, wounded on way back to Boston; 100 colonists died
- American Revolution had begun!
- Longfellow wrote famous poem many years after Paul Revere’s ride

III. Terms to Know:

1. **militia**- a group of volunteers who fight in times of emergency
2. **proclamation**- official announcement
3. **repeal**- vote to end a law
4. **boycott**- refusal to buy
5. **Townshend Acts**- taxes on British goods shipped to colonists (paper goods, glass, paint, tea, lead)
6. **Stamp Act**- tax on written documents
7. **petition**- written request signed by many people
8. **minutemen**- colonists prepared to fight British in a moment’s notice
9. **Parliament**- lawmaking body of England
10. **First Continental Congress**- first meeting of a group of colonial representatives
11. **War**- a series of battles between two opposing forces
12. **Battle**- a fight between two armies

IV. PEOPLE TO KNOW:

1. **Edward Braddock**- led British troops at Fort Duquesne
2. **King George III**- King of England
3. **Samuel Adams**- led protests against the Stamp Act
4. **John Adams**- successful lawyer; Sam’s cousin
5. **Crispus Attucks**-leader of protest and 1st to die in Boston Massacre
6. **Paul Revere**-rode through villages warning “the British are coming”

7. Appendix L, page 1-A Revolutionary Idea

Name _____ # _____

Date _____

“Toward the Revolution” TEST

I. **Matching**

Directions: Write the correct *letter* in the number blank that it matches.

- | | | | |
|----------|-----------------|----|--|
| _____ 1. | Edward Braddock | A. | rode through villages warning “the British are coming” |
| _____ 2. | Sam Adams | B. | King of England |
| _____ 3. | John Adams | C. | leader of protest and first to die at Boston Massacre |
| _____ 4. | King George III | D. | led British troops at Fort Duquesne |
| _____ 5. | Paul Revere | E. | led protests against the Stamp Act |
| _____ 6. | Crispus Attucks | F. | successful lawyer; Sam’s cousin |

Multiple Choice: Circle the *letter* of the answer that best fits the statement.

1. The French and Indian War was also called:
 - a. the Seven Years’ War
 - b. the Battle of Fort Duquesne
 - c. the American Revolution
 - d. the War of the Colonists

2. Keeping peace between the colonists and the Indians by having all the land east of the Appalachians belong to the colonists, and all the land west of the Appalachians belong to the Indians, was called:
 - a. Pontiac’s Rebellion
 - b. King George’s Proclamation of 1763
 - c. The First Continental Congress
 - d. Intolerable Acts

Appendix L, page 2-A Revolutionary Idea

3. Which of the following does *not* describe the First Continental Congress?
 - a. they voted not to trade with Britain until the Intolerable acts were repealed
 - b. they sent petitions to King George asking for the Intolerable acts to be repealed
 - c. it was the first meeting of a group of colonial representatives
 - d. it was the lawmaking body of England

4. The Intolerable Acts were:
 - a. taxes on goods sent to the colonists from Britain
 - b. taxes on any legal documents
 - c. five laws passed to punish the colonists for destroying British tea
 - d. helping the enemy of one's own government

5. Colonists prepared to fight British in a moment's notice are:
 - a. minutemen
 - b. militia
 - c. Sons of Liberty
 - d. redcoats

6. King George's solution for raising money to pay for British troops was:
 - a. lower taxes for the colonists
 - b. to make all colonists soldiers themselves
 - c. to donate the money himself
 - d. to tax the colonists

7. A mob of colonists that threw rocks and snowballs at British troops was part of the:
 - a. Boston Massacre
 - b. Boston Tea Party
 - c. Battle of Fort Duquesne
 - d. French and Indian War

8. When the mob of colonists threw the rocks and snowballs at the troops, the British troops reacted by:
 - a. throwing rocks at the colonists
 - b. getting into a snowball fight with the colonists
 - c. shooting at the colonists
 - d. engaging in a fist fight

Appendix L, page 3-A Revolutionary Idea

Fill in the Blanks: Fill in the blank with the correct term from the word box.

Word List: militia, proclamation, repeal, boycott, Townshend Acts, Stamp Act, petition, minutemen, Parliament, First Continental Congress, war, battle

1. _____ is an official announcement.
2. _____ a series of battles between two opposing forces
3. _____ is to vote to end a law
4. _____ is a written request signed by many people
5. _____ is the lawmaking body of England

Short Answer: Answer the following questions on the lines provided.

1. List the three countries that settled in North America.
2. List at least three reasons for leaving Europe and settling in America.
3. Give at least two reasons why the British lost at Fort Duquesne.
4. State two facts you remember about the French and Indian War.
5. List at least three British goods taxed in the Townshend Acts.
6. Explain what happened at the Boston Tea Party.

Appendix L, page 4-A Revolutionary Idea

Response Paragraph: Write 1 paragraph about Paul Revere's Ride. This paragraph must be *at least* 5 sentences. It must have an introduction and a conclusion. It must include at least 3 facts you remember. You are welcome to do more if you choose.

Extra Credit: List up to four things you remember from this unit that are not on this test.

Name _____ # _____
Date _____

“The Revolution” Study Guide

1. Battle of Bunker Hill (June 16, 1775)

- two hills: Bunker and Breed’s Hill
- by morning Americans had covered hills
- 2,000 British started up hill to stop Americans
- Americans proved could fight against British

2. Second Continental Congress (1775-1776)

- Washington was appointed commander-in-chief of Continental Army and an unofficial navy was formed
- sent another petition to King George III & were denied
- Declaration of Independence was written and signed during this time

3. Declaration of Independence (1776)

- Thomas Jefferson wrote
- July 4, 1776 signed and adopted by Congress
- Rights of People: life, liberty, pursuit of happiness
- Stated that all men are created equal
- Government’s duty is to protect these rights
- If government does not, people have right to “alter or abolish” it

4. Choose one of the following battles to know well and to write a paragraph about on the test: *Battle at Trenten, Battle at Saratoga, or the War at Sea*

Battle at Trenten (Christmas time Victory 1776)

- Christmas 1776
- Americans crossed Delaware River by morning
- 2,400 Americans; 1,000 Hessians; 10 row boats
- Surprise attack on Hessians
- only 5 Americans killed

or

Battle at Saratoga (June 1777)

- Burgoyne had 600 wagons he was taking through the wilderness
- Took 20 days for 22 miles to reach Saratoga, NY
- Americans prepared by then & won battle
- French joined Americans

or

War at Sea (1779)

- no official navy; used merchant ships as warships
- John Paul Jones American sea captain of *Bonhomme Richard*
- against British warship Serapis
- when British captain asked if would surrender, Jones yelled, "I have not yet begun to fight"
- one of the bloodiest battles fought between warships

5. Valley Forge, Pennsylvania (Sept. 1777)

- freezing winter; troops short on supplies
- Washington asked Congress for supplies and was denied

6. Women in Revolution (know 3):

- Margaret Corbin-took husband's place firing cannon
 - wounded in battle
- Mary Hays-known as Molly Pitcher
 - brought water and ammunition to soldiers during war
- Deborah Sampson-secretly enlisted in army
 - was discovered when became ill
- Phillis Wheatley- African-American poet who wrote a poem for Washington

7. European Helpers in Revolution (know 2):

- French joined Americans against British
- Thaddeus Kosciusko-from Poland- built forts and defenses for troops
- Marquis de Lafayette-French-used own money on food & supplies
- Friedrich von Steuben-German-drilled troops without pay

8. Victory at Yorktown (October 17, 1781)

- last great battle of American Revolution
- Cornwallis (British General) surrendered at Yorktown

Appendix M, page 3-A Revolutionary Idea

People to Know

1. Nathan Hale- “I only regret that I have but one life to lose for my country”
2. Thomas Paine- author of Common Sense that changed Americans’ attitude about war for independence
3. John Paul Jones- American sea captain of *Bonhomme Richard*
4. Thomas Jefferson- author of the “Declaration of Independence”
5. Benedict Arnold- remembered as a traitor to America
6. Patrick Henry- said “give me liberty or give me death”
7. Charles Cornwallis- British general who surrendered to Continental Army at Yorktown
8. Benjamin Franklin- American colonial leader, writer, and scientist
9. John Hancock- remembered for large signature on Declaration of Independence

Terms to Know

1. Hessians- German soldiers hired by the British
2. Loyalists (Tories)- those remaining loyal to Great Britain
3. Patriots- those fighting against British for Independence
4. Mercenaries- hired soldiers to fight in another country’s war
5. Revolution- sudden change (in government)
6. Delegate- a person chosen by people to represent them

Appendix N, page 1-A Revolutionary Idea

Name _____ # _____

Date _____

“The Revolution” TEST

I. **Fill in the Blanks:** Fill in the blank with the correct term from the word box. Spelling *will* count here.

Word List: Hessians, Loyalists, Patriots, mercenaries, Revolution

1. _____ were German soldiers hired by the British
2. _____ is a sudden change
3. _____ were those remaining loyal to Great Britain
4. _____ were hired soldiers to fight in another country’s war
5. _____ were those fighting against the British for independence

II. **Matching: Write the correct letter in the number blank that it matches.**

- | | | | |
|--------|--------------------|----|---|
| ___ 1. | Nathan Hale | A. | said, “I only regret that I have but one life to lose for my country” |
| ___ 2. | Benedict Arnold | B. | author of the “Declaration of Independence” |
| ___ 3. | Patrick Henry | C. | remembered as traitor to America |
| ___ 4. | Thomas Paine | D. | American sea captain of Bonhomme <i>Richard</i> |
| ___ 5. | Charles Cornwallis | E. | said “give me liberty or give me death” |
| ___ 6. | John Paul Jones | F. | author of <u>Common Sense</u> that changed Americans’ attitude about war for independence |
| ___ 7. | Benjamin Franklin | G. | British general who surrendered to Continental Army at Yorktown |
| ___ 8. | Thomas Jefferson | H. | remembered for large signature on Declaration of Independence |
| ___ 9. | John Hancock | I. | American colonial leader, writer, and scientist |

III. Multiple Choice: Circle the *letter* that best fits the statement.

1. The commander-in-chief of the Continental Army was:
 - a. Thomas Jefferson
 - b. George Washington
 - c. General Cornwallis
 - d. Thomas Paine

2. The Declaration of Independence was written on:
 - a. April 15, 1775
 - b. June 4, 1776
 - c. July 4, 1776
 - d. July 4, 1796

3. Which of the following is ***not*** a natural right given to all people as listed in the Declaration of Independence?
 - a. freedom of press
 - b. life
 - c. liberty
 - d. pursuit of happiness

4. The winter at Valley Forge was very difficult because:
 - a. the weather was very cold
 - b. the troops were running low on supplies
 - c. both of the above
 - d. none of the above

5. The last great battle of the American Revolution was:
 - a. the battle of Bunker hill
 - b. the battle at Saratoga
 - c. the battle at Fort Vincennes
 - d. the battle at Yorktown

6. The American Revolution lasted how long?
 - a. seven years
 - b. six and a half years
 - c. three years
 - d. ten years

IV. True or False: Write the word *true* next to the statements that are true and *false* next to the statements that are false.

- _____ 1. The Battle of Bunker Hill actually involved fighting on two hills and not just one.
- _____ 2. King George accepted the petition made by the Second Continental Congress.
- _____ 3. John Paul Jones' ship was named the *Serapis*.
- _____ 4. Washington surrendered to the British at Yorktown.
- _____ 5. The Declaration of Independence states that women are superior to men.

V. Short Answer: Answer the questions with short phrases or sentences.

1. List 3 important women in the revolution and two facts about each one.

a. _____:

b. _____:

c. _____:

2. List 2 foreigners that helped in the American Revolution and how they helped.

a. _____:

b. _____:

3. Explain why someone that "stabs you in the back" might be called a *Benedict Arnold*.

- VI. Response Paragraph:** Write 1 paragraph about either the Battle of Trenton, the Battle of Saratoga, or the War at Sea. This paragraph must be *at least 5* sentences. It needs to have an introduction sentence and a concluding sentence. It must also include at least 3 facts you remember about your topic. You are welcome to do more if you choose.

Extra Credit: Write a paragraph about one of the other topics not chosen for the Response Paragraph.