

The American Revolution

A Curriculum Guide for Grade 5, Standard 5

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Unit Overview: The American Revolution

Description of the unit

This unit contains 8 one-hour lessons plus a variety of optional activities. The focus is on the major events that led to the American Revolution, including the struggles the citizens endured to gain their freedom.

The unit, in essence, begins at the end. **Lesson 1** provides students with a list of events for which they must use the index of an informational text to locate dates quickly and quote accurately from the text in defending their answer. Students then place the key events of the American Revolution in a chronological sequence. When using the *Time Line of the American Revolution*, students are exposed to academic, domain-specific vocabulary and the names and brief descriptions of key events. The time line provides a scaffold for the entire unit so that students read the big ideas first and as the unit progresses they will then fill in the details.

In **Lesson 2**, a narrative text (*Katie's Trunk*) is used to enrich the study of history by using literature about the period. The story reveals the way people saw themselves, their ideas, and their fears. Multiple viewpoints are introduced along with a decision-making activity in which students evaluate the decisions of the main character.

Lessons 3 and 4 are a two-day activity during which students perform five short plays and create protest posters that reveal what the colonists felt were unfair and ultimately brought about the revolution. **Lesson 5** shows the use of artwork as propaganda (Paul Revere's Boston Massacre). Students analyze the engraving from an artistic perspective and by putting themselves "in the picture."

In **Lessons 6 and 7**, students work to understand the people and events associated with the drafting and signing of the Declaration of Independence. They determine the meaning of domain-specific words, read and comprehend informational text, and explain the relationships or interactions between two or more events.

During **Lesson 8**, students return again to the *Time Line of the American Revolution* to place key events of the revolution in chronological order and use two or more texts to identify events, key people, and the causes and effects of the American Revolution.

The many complexities of the American Revolution cannot be covered in eight lessons. This unit serves as an introduction to the topic and provides a baseline for further study.

This manual supports the attainment of the following Common Core Standards, History-Social Science standards, and Historical and Social Sciences Analysis Skills.

Common Core State Standards: Reading Standards for Information Text

Quote accurately from a text when explaining what the text says explicitly.

Explain the relationships or interactions between two or more events in a historical text based on information in the text.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.

Compare and contrast the overall structure (e.g., chronology, cause/effect) of events in two or more texts.

Draw upon information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly.

By the end of the year, read and comprehend informational texts, including history/social studies.

Academic History-Social Science Content Standards for Grade 5

Grade 5.5 Students explain the Causes of the American Revolution

Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g. resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, Coercive Acts)

Know the significance of the first and second Continental Congresses

Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

Describe the views, lives, and impact of key individuals during this time period (e.g., King George III, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams)

Grade 5.6 Students understand the course and consequences of the American Revolution

Identify the major military battles, campaigns, and turning points of the Revolutionary War and the roles of the American and British leaders.

Describe the contributions of France and other nation's and of other individuals to the outcome of the Revolution (e.g., the Treaty of Paris...Baron Friedrich Wilhelm von Steuben.)

Kindergarten to Grade 5 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

Research, Evidence, and Point of View

Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, photographs, maps, and artworks.

Historical Interpretation

Students summarize the key events of the era they are studying and explain the historical contents of those events.

Students identify and interpret the multiple causes and effects of historical events.

Focus Questions

Lesson 1: A Time Line of the American Revolution

How do I use an index to locate specific information in a textbook?

What were the major events of the American Revolution and in what order did they occur?

Lesson 2: *Katie's Trunk*—The Beginning of the Revolutionary War

What happened to a family who remained loyal to England?

Lessons 3 & 4: The Intolerable Acts – What was Unfair?

What disagreements led to the American Revolution?

Lesson 5: The Boston Massacre, 1770

What were the multiple causes and effects of the Boston Massacre?

Lessons 6 and 7: The Declaration of Independence

What is the Declaration of Independence and how did it mark the creation of a new nation?

Lesson 8: Freedom's Journey

What were the key events of the American Revolution?

Assessment

The assessment for this unit is both formative and summative. The key individual assessment activities occur in Lesson 8, Activity 1 and Activity 2.

Lesson 1

Check for accuracy on the dates to show skill in using the Index of a textbook. Place 5 dates written in random order into the proper chronological order.

Lesson 2

Identify good and bad consequences of Katie's decision to return to her home.

Lessons 3 and 4

Through the venue of performing a play and creating protest posters, identify what the Americans thought was unfair and why.

Lesson 5

Pose relevant questions about the events pictured in the engraving of the Boston Massacre created by Paul Revere

Identify and interpret the multiple causes and effects of the Boston Massacre.

Lessons 6 and 7

Explain what the Declaration of Independence is and how it marked the creation of a new nation

Lesson 8

Place key events of the American Revolution in chronological order

Use two or more texts to identify events, key people, and the causes and effects of the American Revolution.

Supplies Needed for *The American Revolution*

Lesson 1: A Time Line of the American Revolution

- a class time line beginning at 1760 and ending at 1790 with every ten years indicated with a longer line and the rest of the years indicated with short lines.
- a copy of the Time Line event cards (Handout 1.2) cut into strips and laminated, if possible
- Vis-a-Vis wet erase pen with narrow or medium tip
- For each student, a sheet of white paper to write random dates in order
- For each student, a copy of Handout 1.1
- For each student, eighteen 4" X 6" unlined index cards (optional activity)
- For each student, a one inch 0 ring for the index cards (optional activity)
- For every 2-3 students, scissors and glue sticks
- For each pair of students, a copy of *Reflections: The United States: Making a New Nation* or a similar 5th grade history textbook

Lesson 2: *Katie's Trunk*—The Beginning of the Revolutionary War

- a copy of the book *Katie's Trunk*
- picture of a trunk (Use photo on the Title Page)
- picture of Katy crawling into the trunk (Use photo in the book)
- vocabulary cards (Handout 2.1)
- chart paper with the decision tree outline
- 7 copies of the script for the Reader's Theater for *Katie's Trunk* (optional activity)
- 3 tricorn hats (Optional)
- 3 girl's aprons and 3 mop hats (Optional)

Lessons 3 and 4: The Intolerable Acts – What was Unfair?

- 5 copies of Handouts 3.1, 3.2, 3.3, 3.4 or 3.5 (one copy for each student in the group)
- 5 sheets of chart paper or 12" x 18" white construction paper
- 5 sets of felt tip pens in a variety of colors
- masking tape to hang posters
- For each pair of students, a copy of *Reflections: The United States: Making a New Nation* or a similar 5th grade history textbook
- 3 Tricorn hats, aprons and mop hats as listed in Lesson 2 (Optional)

Lesson 5: The Boston Massacre, 1770

- copy of the copper engraving of the Boston Massacre created by Paul Revere (Handout 5.1)
- enlarged copy of the caption from the engraving (Handout 5.2)

Lessons 6 and 7: The Declaration of Independence

- For each pair of students, a copy of Handout 6.1, scissors and glue sticks
- For each student, a copy of Handout 6.2 and Handout 6.3
- For each pair of students, a copy of *Reflections: The United States: Making a New Nation* or a similar 5th grade history textbook

Lesson 8: Freedom's Journey

- For each student, a copy of Sequencing Events of the American Revolution (Handout 8.1)
- For each student, a copy of Organizing the Events of the American Revolution (Handout 8.2)

Lesson 1: A Time Line of the American Revolution

Focus Questions

How do I use an index to locate specific information in a textbook?

What were the major events of the American Revolution and in what order did they occur?

Materials needed: a class time line (The time line should begin at 1760 and end at 1790 with every ten years indicated with a longer line and the rest of the years indicated with short lines.); a copy of the Time Line event cards (Handout 1.2) cut into strips; for each student, a piece of paper to write random dates in order (Step 5); for each pair of students, a copy of *Reflections: The United States: Making a New Nation* or a similar 5th grade history textbook (not included in the kit); for each student, (optional) a copy of Handout 1.1 and fifteen 4X6 cards

Procedure

Step 1 Tell students that today they are going to learn about things that happened before and during the Revolutionary War and put these events on a time line to help them see how the war progressed. Explain that their history book has the information they need. Working with a partner, they will be given an event, and then they have to find out when it happened.

Show the first Time Line event card, “The Stamp Act is passed by Parliament.” Demonstrate how to use the index book of the history book by doing the first event together.

Explain that an **index** is an alphabetized list of subjects that gives the page or pages on which each item is mentioned. It is a reference tool to help you find a specific topic more quickly.

To use an index, you need to know the **key words** for the subject. Ask students what key words should be used to find the information they need for this event. (Stamp Act)

The Index in the *Reflections* textbook begins on page R104. (The “R” stands for “Reference.”) Find the listing for the “Stamp Act” (pages 327, 327, 328, 329.) Note that page 327 is listed twice. The second listing is written in *italics*. Page references for illustrations are listed in italics type.

Ask, “Since more than one page is listed, which page should we check first?” (Generally, begin with the first page listing.)

Have all students turn together to page 327 and **skim**, or read quickly, down the page to look for the date this event took place. Be careful, the first date listed is 1764. This is the date Parliament passed the Sugar Act, not the Stamp Act. Once students identify 1765 as the correct date, write it on the time line strip. On the back of the strip, write the page number where the correct date was found. This will be useful later when students have to verify the page on which they found the correct date.

Do the next two events together with the class. “The **Townshend Acts** are passed by Parliament.” (page 330), and “The **Boston Massacre** takes place.” (p.331). An Answer Key with the correct date and the page number is located on the next page.

Step 2 Distribute one or two of the time line cards to each pair of students. After the students have found the date, they are to write it on the paper strip and, on the back of the strip, write the page number where the correct date was found. Continue until all dates have been found. The Answer Key is listed below for the date, key words, and the page number for each event.

Step 3 After all the dates are found, have each pair read their event and tell the correct date and the page number where the date was found. As each event is read, have all students turn to the page in the textbook to check the date for accuracy.

Provide a brief summary of what happened at the event and why it is important. Tie in how one event leads to another, like the Stamp Act led to the Boston Tea Party which led to the Intolerable Acts.

Step 4 Have the students place the events in the correct order on the time line, beginning with the earliest date.

Step 5 Give each student a piece of paper. Choose five of the events on the time line and list their dates on the board in random order. The students then must put the dates in the correct chronological order.

Assessment

Check for accuracy on the dates to show skill in using the Index of a textbook. Place 5 dates written in random order into the proper chronological order.

Answer Key Words listed in BOLD are the Key Words. The page number where the correct date is found is listed in parentheses.

1765	The Stamp Act is passed by Parliament. It places a tax on paper documents in the colonies, such as newspapers, documents, and playing cards. (p. 327-329)
1767	The Townshend Acts are passed by Parliament. It taxes imports such as glass, tea, paint and paper brought into the colonies. (p. 330)
1770	The Boston Massacre takes place. (p.331)
1773	The Tea Act is passed by Parliament. (p. 337)
1773	The Boston Tea Party takes place to protest the Tea Act. The Sons of Liberty dress as Mohawk Indians, board the British ships, and throw crates of tea into Boston Harbor (p.337)
1774	The Coercive Acts are passed by Parliament. It forces the people to obey the laws. Colonists say the new laws are "Intolerable." (p. 338)
1774	The First Continental Congress opens in Philadelphia. (p. 339)

1775	The Battles of Lexington and Concord are fought. Colonists form militia units called Minutemen . They are called minutemen because they were said to be ready to fight at a minute's notice. (p. 340-41)
1775	The Second Continental Congress meets in Philadelphia.(p. 342)
1776	Thomas Paine publishes Common Sense . This pamphlet (short book) argues that the colonies should claim their independence. (p. 348)
1776	The Declaration of Independence was ready to be signed by Congress. (pages 349-352) NOTE: On page 351, it states "On July 4, 1776, Congress voted to accept the Declaration's final wording."
1777	The Articles of Confederation are signed by Congress. It is the country's first government. (p. 352)
1777	General George Washington sets up winter quarters at Valley Forge . (p. 382)
1778	Friedrich Wilhelm von Steuben trains American troops at Valley Forge. The soldiers become an organized army. (p. 383)
1780	General Benedict Arnold gives the British the plans to the American fort at West Point. He is labeled a traitor. NOTE: Arnold is first listed on p. 381; however, it is not until p. 391 when he is labeled a traitor.
1781	The Articles of Confederation are approved (ratified) by the states. (p. 421)
1781	The French military and naval forces join with Washington to defeat the British. The British surrender to the Americans at Yorktown . (p. 392)
1783	The Treaty of Paris end the American Revolution. It officially names the United States of America as a new country. (p. 394).

Extension Activities: Famous People to Research

Have students turn to the Biographical Dictionary on page R78. Explain to students that a **Biographical Dictionary** provides information about many of the people introduced in this book. Names are listed alphabetically by last name. A brief description of the person's main achievement is then given. The page number that follows tells where the main discussion of that person appears in this book. As time allows, assign or have students select a name to research. Time line cards can be made and added to the American Revolution Time Line.

- Abigail Adams
- John Adams
- Charles Cornwallis
- John Dickenson
- Benjamin Franklin
- Nathan Hale
- Patrick Henry
- King George the 3rd
- Thomas Jefferson
- Tadeusz Kosciuszko
- Marquis de Lafayette
- Gouverneur Morris
- Thomas Paine
- Molly Pitcher
- Paul Revere
- Baron Friedrich Wilhelm von Steuben
- Mercy Otis Warren
- George Washington
- Martha Washington
- Phyllis Wheatley

Additional Topics the students can research and add to the time line

As time allows, assign or have students select events to research. Time line cards can be made and added to the American Revolution Time Line.

- The Proclamation of 1764
- The Quartering Act
- The Battle of Bunker Hill
- The Battle of Monmouth
- Battle of Saratoga

Individual Time Lines

Materials needed: Copy for each student of the Time Line of the American Revolution (Handout 1.1); eighteen 4" x 6" unlined note cards per student; a 1" O-ring per student.

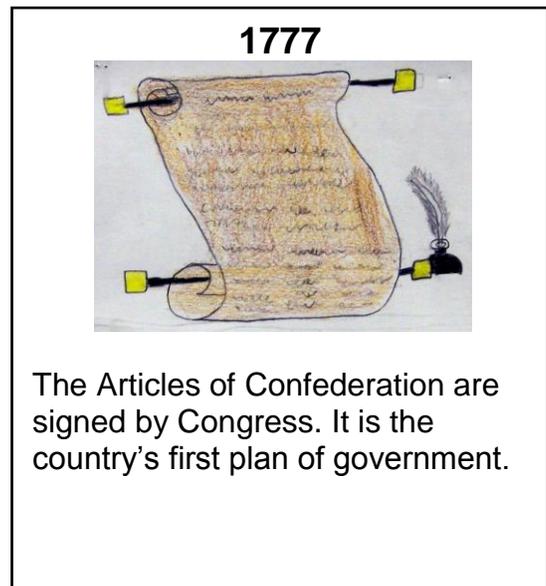
Have each student in the class use eighteen 4" x 6" cards to make a time line using one card for each of the eighteen events.



Punch a hole in the upper left-hand corner of each card. Use an O-ring to keep the cards together.

Cut Handout 1.1 into strips and paste the description of each event on the bottom of a separate note card. Paste the date on the top of the note card or write the date in by hand. Add illustrations as time allows.

This activity can be completed throughout the unit as time allows. Additional dates and events may be added to the time line.



Handout 1.1 Use this handout for the optional **Individual Time Line** described on page 4.

1765	The Stamp Act is passed by Parliament. It places a tax on paper documents in the colonies, such as newspapers, documents, and playing cards.
1767	The Townshend Acts are passed by Parliament. It taxes imports such as glass, tea, paint and paper brought into the colonies.
1770	The Boston Massacre takes place.
1773	The Tea Act is passed by Parliament.
1773	The Boston Tea Party takes place to protest the Tea Act. The Sons of Liberty dress as Mohawk Indians, board the British ships, and throw crates of tea into Boston Harbor
1774	The Coercive Acts are passed by Parliament. It forces the people to obey the laws. Colonists say the new laws are "Intolerable."
1774	The First Continental Congress opens in Philadelphia.
1775	The Battles of Lexington and Concord are fought. Colonists form militia units called Minutemen . They are called minutemen because they were said to be ready to fight at a minute's notice.
1775	The Second Continental Congress meets in Philadelphia.
1776	Thomas Paine publishes Common Sense . This pamphlet (short book) argues that the colonies should claim their independence.
1776	The Declaration of Independence was ready to be signed by Congress. (pages 349-352)
1777	The Articles of Confederation are signed by Congress. It is the country's first plan of government.
1777	General George Washington sets up winter quarters at Valley Forge .
1778	Friedrich Wilhelm von Steuben trains American troops at Valley Forge. The soldiers become an organized army.
1780	General Benedict Arnold gives the British the plans to the American fort at West Point. He is labeled a traitor.
1781	The Articles of Confederation are approved (ratified) by the states.
1781	The French military and naval forces join with Washington to defeat the British. The British surrender to the Americans at Yorktown .
1783	The Treaty of Paris end the American Revolution. It officially names the United States of America as a new country.

Handout 1.2 Time Line Event Cards

	<p>The Stamp Act is passed by Parliament. It places a tax on paper documents in the colonies, such as newspapers, documents, and playing cards.</p>
	<p>The Townshend Acts are passed by Parliament. It taxes imports such as glass, tea, paint and paper brought into the colonies.</p>
	<p>The Boston Massacre takes place.</p>
	<p>The Tea Act is passed by Parliament.</p>

	<p>The Boston Tea Party takes place to protest the Tea Act. The Sons of Liberty dress as Mohawk Indians, board the British ships, and throw crates of tea into Boston Harbor.</p>
	<p>The Coercive Acts are passed by Parliament. It forces the people to obey the laws. Colonists say the new laws are "Intolerable."</p>
	<p>The First Continental Congress opens in Philadelphia.</p>
	<p>The Battles of Lexington and Concord are fought. Colonists form militia units called Minutemen. They must be ready to fight at a minute's notice.</p>

	The Second Continental Congress meets in Philadelphia.
	Thomas Paine publishes <i>Common Sense</i> . This pamphlet (short book) argues that the colonies should claim their independence.
	The Declaration of Independence was ready to be signed by Congress.
	The Articles of Confederation are signed by Congress. It is the country's first government.
	General George Washington sets up winter quarters at Valley Forge.
	Friedrich Wilhelm von Steuben trains American troops at Valley Forge. The soldiers become an organized army.

	<p>General Benedict Arnold gives the British the plans to the American fort at West Point. He is labeled a traitor.</p>
	<p>The Articles of Confederation are approved (ratified) by the states.</p>
	<p>The French military and naval forces join with Washington to defeat the British. The British surrender to the Americans at Yorktown.</p>
	<p>The Treaty of Paris ends the American Revolution. The treaty officially names the United States of America as a new country.</p>

Lesson 2: *Katie's Trunk*—The Beginning of the Revolutionary War

Focus Question: What happened to a family who remained loyal to England?

Materials needed: a copy of the book *Katie's Trunk*, picture of a trunk (from the title page of the book); picture of Katy crawling into the trunk (page 17); vocabulary cards (Handout 2.1); chart paper with the decision tree outline; (optional) 7 copies of the script on page 3.

Summary: The story *Katie's Trunk* takes place during the Revolutionary War. A young girl named Katie faces rejection from her former peers and neighbors because of being a Loyalist (Tory). When the rebels come to ransack her home for money and valuables, Katie and her family hide in the nearby forest. Angered by what is happening, Katie returns to her home and hides from the rebels in her mother's wedding trunk. When the mob begins to search the trunk, a neighbor of Katie's discovers that she is there but doesn't tell his companions. Instead, he frightens them away and leaves the trunk open so she can breathe. *Katie's Trunk* gives a thought-provoking glimpse of the beginnings of the American Revolution. It shows a community being torn apart by the Revolution.

Procedure

Step 1 Show a picture of a trunk. Begin by asking the children what the name of this object is. Ask, "What would you put in there? What things could have been stored in those trunks during the Revolutionary War?"

Step 2 Discuss the following vocabulary words with the students so they may have a greater understanding of what the words mean when you come to them in the story (Handout 2.1).

- "these letters your papa speaks of" refers to the letters from a farmer in Pennsylvania to the inhabitants of the British Colonies. Originally published in a newspaper, this widely reproduced pamphlet by John Dickinson declared that Parliament could not tax the colonies and it called the Townsend Acts unconstitutional.
- "that tea they dumped in the harbor" This phrase refers to the Boston Tea Party. When British tea ships arrived in Boston harbor, many citizens wanted the tea sent back to England without the payment of any taxes. The royal governor insisted on payment of all taxes. On December 16, a group of men disguised as Mohawk Indians boarded the ships and dumped all the tea in Boston Harbor.)
- a "Tory" means a Loyalist, or someone who remained loyal to the British king.
- a "Rebel" means a Patriot, or a colonist who was against British rule and supported the rebel cause in the American colonies.
- a "parlor" is a room in a private home set apart for the entertainment of visitors; a small room
- "English goods" refers to any items made in England
- a "skirmish" is a minor battle in a war

Step 3 By the raise of hands, have the students indicate if they have ever had someone stop liking them for something they didn't really do. Tell students that you are going to read them a

story about a little girl who had her friends stop liking her just because of something she and her family believe. This story is based on a true story that happened to the author's ancestor.

Step 4 Read *Katie's Trunk* until page 12 in the book. Stop after "I raced for the house, Mama's fierce whisper trying to call me back."

Display the **decision tree chart paper** with the two choices being "staying with family" and "returning to house." Tell students they are going to think about Katie's choices and her decision to go back to the house. Working with suggestions from the students, fill out the decision tree. Ask students to explain and defend their answers. Discuss which course of action the students think is the best one to follow. Some possible answers are listed below.

Choice # 1 Staying with Family	Choice # 2 Returning to house
Good Consequences	Good Consequences
stay safe, protect family, don't give away hiding place	hide valuables, scare away mobbers, convince them to leave peacefully
Bad Consequences	Bad Consequences
no one to protect home, home destroyed, rebels get money for war	captured, killed, injured, can't stop rebels, family will be worried

Step 6 Show students the picture of Katie climbing in her mother's trunk. Ask them what would make Katie hide in the trunk? Tell them about a few things that took place during the Revolutionary War. For example, the rebels sometimes stole "English goods" from Loyalists and sold them to raise money to buy guns and ammunition.

Read the rest of the story. After reading the book, ask students, "What do you think will happen next?" Explain that during the Revolutionary War, neighbor often fought against neighbor and friends fought against a former friend.

Tell students that for the next 6 weeks, we'll be learning more about the Revolutionary War. Katy's family members are loyalists to the King of England. In the next lesson we will learn about some patriots who do not think the policies of the King of England are fair.

Assessment

Students identify items in a class discussion on trunks and discover what things could have been stored in those trunks during the Revolutionary War.

Students identify good and bad consequences of Katie's decision to return to her home.

(Optional) Selected students participate in a Reader's Theater. (Refer to the next page.)

Optional Activity: Reader's Theater for *Katie's Trunk*

Select seven students to play the roles of Katie, Mama, Papa, Walter, Celia Warren, Reuben Otis, and John Warren. Students each sit in a chair in the front of the room. If desired, select six easy costumes the children could wear to portray the character they are representing. It is helpful if you number the pages in Katie's trunk beginning with page 1 of the story.

For each of the 6 characters, provide the script below. The teacher becomes the Narrator and reads the story stopping at each set of quotation marks for the character to say his or her lines. The underlined section is the "cue" to the character that he/she will speak after these words are read by the narrator. The person in the parentheses speaks the lines.

Page 1: (Mama) Mama sighed and said, "I should sit you down to sew seams all day and get the goodness straight inside, Katy. What is wrong with you?"

Page 3 (Mama) Mama signed and sat down to tea. "Must be all this trouble and fighting. Why it makes me skittish as a newborn calf, all this marching and talking, these letters your Papa speaks of, that tea they dumped in the harbor."

Page 4 (Mama) Mama's hand shook. "Tea! In the Harbor!" Wasting God's good food."

(Walter) Brother Walter said "That's not the least of it. It will get worse."

(Mama) She peered at him. "How could it get worse, Walter?"

Page 7 (Celia Warren) Sometimes I heard that word hissed "Tory!"

Page 8 (Papa) Papa came running. "Get your mother! Hide in the woods. The rebels are coming."

Page 15 (Reuben) Then I heard voices by the door, Reuben Otis, John Warren, Harold Smith and others, not our neighbors. "This'll be fine pickings!"

Pages 17-18 (Reuben) Their footsteps next door in the parlor. "English goods!"

Page 18 (Reuben) I heard Reuben say, "Mr. Gray has money here. Look hard for it."

Page 21 (Katy) I thought my words might go up to God like bubbles in a pond to the silver top where they would burst. "Please, God, don't let them find me, don't let them hurt us, let me breathe."

(John Warren) There wasn't enough air. "Fine dresses and silver here."

(John Warren) Maybe he didn't know. Suddenly he shouted, "Out! The Tories are coming. Back to the road! Hurry!"

Page 24 (Mama) Only Mama scolded, "Katie! Leaving us that way..."

(Papa) Papa looked out the window. "It's not bad, dear ones, just a skirmish. No one's hurt that I can see."

Vocabulary Cards for *Katie's Trunk*

“these letters your papa speaks of” refers to the letters from a farmer in Pennsylvania to the inhabitants of the British Colonies. Originally published in a newspaper, this widely reproduced pamphlet by John Dickinson declared that Parliament could not tax the colonies and it called the Townsend Acts unconstitutional.

“that tea they dumped in the harbor” This phrase refers to the Boston Tea Party. When British tea ships arrived in Boston harbor, many citizens wanted the tea sent back to England without the payment of any taxes. The royal governor insisted on payment of all taxes. On December 16, a group of men disguised as Mohawk Indians boarded the ships and dumped all the tea in Boston Harbor.)

a **“Tory”** means a **Loyalist**, or someone who remained loyal to the British king.

a **“Rebel”** means a **Patriot**, or a colonist who was against British rule and supported the rebel cause in the American colonies.

a **“parlor”** is a room in a private home set apart for the entertainment of visitors; a small room

“English goods” refers to any items made in England

a **“skirmish”** is a minor battle in a war

Lessons 3 & 4: The Intolerable Acts – What was Unfair?

Focus Question: What disagreements led to the American Revolution?

Materials needed: 5 copies of Handouts 3.1, 3.2, 3.3, 3.4 or 3.5 (one copy for each student in the group); 5 sheets of 12" x 18" white construction paper, or chart paper; a variety of colors of felt tip pens; masking tape to hang posters; for each pair of students, a copy of *Reflections: The United States: Making a New Nation* or a similar 5th grade history textbook (not included in the kit)

In this two-day lesson, students explore pre-revolutionary Boston and conflicts that led to the writing of the Declaration of Independence. On Day one, students work in small groups and read and present short plays illustrating historical conflicts between colonists and British authorities. On Day Two, students work in groups to analyze and represent each conflict by creating protest posters to share with the rest of the class.

Day 1 Procedure

Activity # 1 Review – Time Line Story

Using your textbook (*Reflections*, Unit 4, Chapter 8, Lesson 1 pages 318 - 325), help students review events that led to conflict between the British government and American colonists. Cover the following:

Events that Led to Conflict between the British Government and American Colonists

- British and French fought the French and Indian War to decide who rules America.
- The war cost the British a lot of money.
- The British wanted Americans to help pay for the war (Sugar Act, 1764).
- The British imposed new tax laws on Americans.
- The British Parliament passed tax laws without American representation.
- The Americans began to fight British authority by boycotting and smuggling goods and refusing to pay taxes.

Tell students that today they are going to visit Boston when the British ruled the American colonies. Here, they will explore some of the conflicts that arose between the British government and the American colonies.

Activity # 2 Small Group Activity – Reading and Writing Boston Stories

Tell students that they are going to read a short play about life in Boston more than 200 years ago. In each play, something unfair happens to a young person.

Divide the class into five groups. Explain that students are going to:

- Read the play among yourselves and decide who will play each part.
- Answer the questions at the bottom of the worksheet.
- Rehearse your play.
- Present your play to the class as a reader's theater.
- Ask the class to identify what Americans thought was unfair.

Note: Each play has five parts. If you have more than five students in a group, assign extra roles of Director and Expert. The Expert can do the last task above.

While students read and rehearse their plays, post this question: What did the Americans think was unfair? Why?

Ask each group to present its Boston Play. After each performance, have the Narrator or Expert lead a discussion based on the question on the board. Answers should include the following:

Handout 3.1: British rulers had made taxes without asking the Americans (taxation without representation).

Handout 3.2: British soldiers searched homes and took things that did not belong to them (search and seizure).

Handout 3.3: Americans were told to give food and lodging to British soldiers (quartering act).

Handout 3.4: British rulers did not allow Americans to meet together (illegal assembly).

Handout 3.5: American citizens wanted the right to a trial by jury.

Collect student handouts. You will need them for Day Two of this lesson. Tell students that in the next class they are going to make posters that protest the unfair things done to people of Boston by King George, the British Parliament, and British soldiers.

Day Two Procedure

Activity # 1 Group Activity – Planning and Drawing Protest Posters

Explain that as the colonists became angry with British authority, they began to protest. One way they protested was by making posters showing how the British were unfair. These posters were hung in towns and villages so that colonists would learn about the injustices and unite to protest.

Tell students that today they are going to return to Boston where the colonists are becoming more and more angry with British authorities. Explain that now they will have a chance to make their own posters to protest the injustices they experienced in the Boston plays. (You may want to explain that many people in the 13 American colonies suffered unfair treatment at the hands of the British. But British authorities were particularly hard on Boston because they wanted to make it an example to scare all American colonists into obeying British law.)

Divide the class into the same groups as in Day One of this lesson. Redistribute Boston Plays to the appropriate groups.

Distribute paper and drawing supplies and ask students to work together to write a single sentence objecting to an unfair thing that happened in their play.

Tell students that they will need to use their sentence as a caption somewhere in the poster they draw. Remind students how much time they have to complete the activity.

Examples might include:

- Don't tax unless you ask.
- Our homes belong to us, not you.
- No soldiers in our homes. No soldiers at our tables.
- We want the right to meet together.
- We want the right to have a trial by jury.

Activity # 2 Group Activity – Museum Tour

Arrange for groups to display their posters in different areas of the room with group members standing next to their poster.

Explain that each group is going to present its poster to the other groups in a “museum tour.” Have each group split into A's and B's. Explain that the A's are first going to be tour guides. The tour guides tell the visiting groups about their poster. The B's will first be the visitors. They will move from poster to poster. Show them the route the B's will take. On a signal have the B's move to the next poster. Give the B's about a minute at each poster and then signal them to move. When the B's have seen all of the posters, have them switch roles with the A's and let the A's take the tour.

After the tours, announce that their posters will be on display for several weeks so that everyone can read them. You might refer to the display of posters as the “Democracy Wall.”

Important note Before the next lesson, remove student posters from the display. When the class reassembles, tell them that British authorities have ordered British soldiers to take down all posters that speak out against King George and the British Government.

Assessment

Through the venue of performing a play and creating protest posters, identify what the Americans thought was unfair and why.

Reference: This lesson is adapted from *Adventures in Law and History*, Volume II, “Coming to America, Colonial American, and the Revolutionary Era” Second Edition published by the Constitutional Rights Foundation.

Events that Led to Conflict between the British Government and American Colonists

- British and French fought the French and Indian War to decide who rules America.
- The war cost the British a lot of money.
- The British wanted Americans to help pay for the war.
- The British imposed new tax laws on Americans.
- The British Parliament passed tax laws without American representation.
- The Americans began to fight British authority by boycotting and smuggling goods and refusing to pay taxes.

**What did the
Americans
think was unfair?**

Directions

- Read the play among yourselves and decide who will play each part.
- Answer the questions at the bottom of the play.
- Rehearse your play.
- Present your play to the class as a reader's theater.
- Ask the class to identify what Americans thought was unfair.

Boston Play

Imagine you are living in Boston a long time ago. One day, this happened to you...

Narrator: It is winter in Boston. The year is 1765. The weather is very cold. John and Susan are alone at home. They are playing catch with a ball. Susan throws the ball and John can't get it. It breaks a window. Wind and snow blow inside. Their mother and father will be angry. John and Susan run to the store. Inside the store is the Storekeeper and a British soldier, who is keeping warm by the fire.

Susan: Help! Quick! We need a piece of glass to fix our window.

John: Here is our money.

Storekeeper: You don't have enough money to buy a piece of glass.

Susan: Why not?

Soldier: The Parliament put a tax on glass.

John: What is a tax?

Storekeeper: Extra money you must pay for things that come from Great Britain.

Susan: Why would Parliament do that?

Soldier: We won the war against the French. Now you must help King George pay for the war.

John: That's not fair. **Nobody asked us if we want to help King George pay for the war.**

Storekeeper: Sorry. No tax – no glass. That's the law.

.....

Narrator or Expert: What did the Americans think was unfair? Why?

Boston Play

Imagine you are living in Boston a long time ago. One day, this happened to you...

Narrator: It is late at night. Everything is quiet in Boston. The year is 1776. Martha is asleep in her attic bedroom. Martha's mother, Anne, is working downstairs. Martha's father is far away, delivering his newspaper to people who live outside Boston. Suddenly there is a loud knocking noise.

British Soldier: Open the door in the name of King George!

Martha: Please don't break down the door. This is our home!

Narrator: Crash! The door breaks open. Two men run into Martha's house.

Anne: Who are you? It is against our laws to enter my home without my permission.

Tax Collector: I am King George's tax collector. I follow the king's laws.

British Soldier: I am a British soldier. I am here to search your house for stolen goods.

Martha: That's against the law. We haven't stolen anything.

British Soldier: I found this bundle of paper hidden in the cellar!

Anne: My husband bought that paper! He uses it to print his newspaper.

Tax Collector: You do not have King George's tax stamp on this paper.

British Soldier: The paper has no tax stamp. We must take it with us.

Martha: That's not fair. **You have broken our laws. They say you can't come into our home and take things that don't belong to you.**

.....

Narrator or Expert: What did the American's think was unfair? Why?

Boston Play

Imagine you are living in Boston a long time ago. One day, this happened to you...

Narrator: The time is 1768. The place is Boston, Massachusetts. Nathan and his sister Mary are hungry. The two children spent all morning working hard. Nathan hauled water and Mary boiled it over the kitchen fire. Their mother, Sally, needed hot water to wash Sergeant Jones' dirty uniforms. Sergeant Jones is a British soldier who lives in their home. Now Nathan and Mary sit at the small kitchen table watching Sergeant Jones eat their food.

Sergeant Jones: Both of you look angry. What's wrong with you?

Nathan: We don't have enough food to feed you.

Mary: We don't have enough room for you to live here.

Nathan: We didn't invite you to live in our home.

Sally: You should go back to Great Britain where you belong.

Sergeant Jones: I want to go home. I miss Great Britain.

Mary: So why don't you go home?

Sergeant Jones: I am here to protect you.

Nathan: We don't need protection. The war is over.

Sergeant Jones: What if the French decide to attack Boston?

Mary: You already beat the French.

Sergeant Jones: Here in Boston we are all ruled by King George. He will decide when I can go home.

Sally: It's not fair. **We should not be forced to have soldiers living in our home. We don't have enough food. We don't have enough room in our homes to share with British soldiers.**

.....
Narrator or Expert: What did the Americans think was unfair? Why?

Boston Play

Imagine you are living in Boston a long time ago. One day, this happened to you...

Narrator: The time is 1774. Sarah is walking with her mother and father to the meeting house. The meeting house was a very important place. Here, the people are gathered to talk. Then they would make laws or decide other ways to fix problems in Sarah's town. Sarah wanted to hear her father speak at the meeting house. Her father wanted to speak out against the unfair things that the British soldiers were doing to the people of Boston. At the door of the meeting house, Sarah and her mother and father were stopped by a British soldier.

British Soldier: Halt! The meeting house is closed.

Mothers: Why?

British Soldier: King George has ruled that Americans cannot meet in groups.

Father: Our laws give us the right to meet and make our own decisions.

British Soldier: The people of Boston have broken King George's laws.

Sarah: What laws have we broken?

British Soldier: King George ordered you to pay a tax on tea.

Sarah: But people drink tea every day. We would have to pay a lot of taxes.

Father: Some people in Boston refused to pay the tax. Others poured the tea into the harbor.

Mother: They called it the Boston Tea Party.

British Soldier: Now King George has ordered us to close your meeting halls.

Sarah: But that's not fair. **We have the right to meet and make our own laws.**

.....
Narrator or Expert: What did the Americans think was unfair? Why?

Boston Play

Imagine you are living in Boston a long time ago. One day, this happened to you...

Narrator: It is January of 1774. Boston is very cold. A British soldier arrested a young boy named Tom Hewes for stealing a loaf of bread. His family is hungry. King George had closed Boston harbor to punish the people for the Boston Tea Party. Tom's father worked on the docks. Without ships in the harbor there is no work for Tom's father. Without work, there is no money or food for Tom's family. Now Tom was on trial.

British Soldier: Here ye! Here ye! The court of King George is now in session.

Judge: I am the judge of King George's court. What crime has been committed?

British Soldier: Your honor, I caught this boy stealing food from the store of Bess Williams.

Tom Hewes: I am innocent. Bess Williams said I could take the bread.

Judge: Silence, boy! You are a criminal.

Bess Williams: Please, judge. Let a jury decide if this boy is a criminal.

Judge: A British soldier caught this boy stealing. I am a British judge. I will decide if he is innocent or guilty.

Bess Williams: King George closed Boston Harbor. There is no work. People need to eat.

Tom Hewes: I took it for my family. They are hungry.

Bess Williams: Our laws say that a jury made up of people of Boston should decide. They will understand why Tom Hewes took the bread.

Judge: There will be no jury in this case. I will decide if he is guilty or innocent.

Tom Hewes: That's not fair. **I have a right to a trial by jury.**

.....
Narrator or Expert: What did the Americans think was unfair? Why?

Lesson 5: The Boston Massacre, 1770

Focus Question: What were the multiple causes and effects of the Boston Massacre?

Materials needed: copy of the copper engraving of the Boston Massacre created by Paul Revere (Handout 1.1); enlarged copy of the caption from the engraving (Handout 5.2)

Procedure

Activity # 1 Engraving of the Boston Massacre

Step 1 Display a copy of the copper engraving of the Boston Massacre created by Paul Revere (Handout 5.1). Suggestion: For color, go to Google images *Boston Massacre*.

Ask students to carefully look at the engraving as they answer questions such as:

- What do you see happening in this engraving? Take turns mentioning whatever you see happening, no matter how small. Look at the people (their facial expressions, poses, gestures, clothing). Look at the activities (What are the people doing?) What objects do you see in the picture?
- What is the setting of this picture? (Where does it take place?) What historical period is this? What do you see in the picture that makes you think that?
- Why do you think Paul Revere created this engraving? What was he trying to tell us about the people, the place, and life during this time? What ideas and/or emotions do you think this work of art expresses? How does it make you feel about the people in the engraving?
- Write a caption to go with this engraving that tells what you think Paul Revere wanted people to know. What would you have called this work of art if you had made it yourself?
- What are some questions that you would like to ask the artist about his work?

Step 2 Read aloud the caption that Paul Revere wrote above the engraving (Handout 5.2):
“THE FRUITS OF ARBITRARY POWER, OR THE BLOODY MASSACRE, PERPETRATED IN KING STREET BOSTON MARCH 5, 1770, ON WHICH MESS.RS.SAML GRAY, SAML MAVERICK, JAMES CALDWELL, CRISPUS ATTUCKS, PATRICK CARR WERE KILLED, SIX OTHER WOUNDED TWO OF THEM MORTALLY”

Step 3 Ask students questions such as:

- What new information do we now have about the engraving? Date? Location?
- Who do think the people are who were killed or wounded? What makes you think that?
- Loaded words are words that are emotionally charged. Which words in this writing are loaded? What does Revere mean by, “THE FRUITS OF ARBITRARY POWER?” How do the words “BLOODY MASSACRE” make you feel? Why would Revere use loaded words?

Activity # 2 Analyzing the Artist's work: The Boston Massacre

As students continue to view the engraving, explain the following artistic terms:

Composition – The figures and action are in the **foreground** while the buildings are the **background**. The foreground has two distinct groups, joined by the smoke from the Redcoat's muskets. As the Redcoats advance from right to left, the colonists fall back in disarray. The viewer sees the scene from a central vantage point.

Mood – The emphasis is on the orderliness of the British as contrasted to the defenseless colonists. The brutality of the attack is underscored by the placement of the mortally wounded in the foreground.

Color and Line – Ivory-toned buildings form a neutral backdrop for the foreground scene. British red coats, black boots and hats stand out boldly while civilian clothes blend with the background. Figures are crudely drawn with mask-like features and large heads.

Activity # 3 Read to students the following background information.

In 1767, Parliament passed the Townshend Acts which levied taxes on British imports in America such as paper, glass, lead, paints, and tea, the most popular beverage in America. The colonists objected to the taxes imposed on them by the British Parliament. "Taxation without representation is tyranny!" became the angry cry. The Americans resisted and organized a boycott of imports from England. Even the British merchants began to protest because they were losing money. Britain stationed troops in several colonies to help keep order – and that led to more trouble. Parliament finally gave in and repealed the taxes, except for the tea tax.

The people of Boston hated having the British soldiers in their city. They felt they could defend themselves without help. On March 5, 1770, things got totally out of control. Snow had fallen that day until noon. British soldiers, called redcoats because of the color of their uniform, were guarding Boston's Customs House. This is where the tax money was stored.

An unruly crowd of about four hundred men had collected in front of the Customs House. They shouted at the soldiers and called them "lobsters" and "bloody backs" because of their red uniforms. By evening, the soldiers were ill-tempered because the townspeople had been insulting them more than usual, throwing rocks and snowballs at them; and pressing up close to the muzzles of their guns, daring them to fire.

The solitary sentry called for help. Captain Preston and seven privates came to his rescue, but the people were not afraid of nine British soldiers. Then someone – it was never clear who – actually did shout, "FIRE!" Others said they heard, "Hold your fire!"

The frightened soldiers panicked and leveled their muskets and pulled the triggers. Five men were killed, and six were wounded. One of the victims, Crispus Attucks, was reportedly the first colonist killed. Attucks was a 47-year old African American former slave and a member of the Sons of Liberty.

Activity # 4 Put Yourself in the Picture.

Step 1 Imagine you are there in Boston on March 5, 1770. Ask students some of the following questions to help them imagine what it was like to be a part of the Boston Massacre.

- What sounds do you hear and what smells are there?
- Where are you standing or sitting or lying in the scene? What is surrounding you? (Have some students describe where they are, and other students can guess their location in the picture.)
- What is the temperature? Is it warm, hot, cool, cold? How do you know?
- What are you doing? Adopt the facial expression, pose, and gesture of the person in the picture. (Other students can guess which people they are depicting based on their poses, etc.)
- What are you wearing and/or holding? How does your clothing feel?
- What objects are around you? Why are they there? What are they used for?
- Who else is with you? What are they doing?
- What were all of you doing five minutes before this scene?
- What are you going to do next? What will the scene look like in the next moment?

Step 2 Discussion Questions – Discuss the following questions with students:

- Does Revere depict a point of view that is favorable to the British soldiers or to the colonists? Why?
- If a British artist illustrated the Boston Massacre, how might it look different?

Activity # 5 What Happened Next?

Read to your students the following information about what happened next?

The fight at the Customs House was reported throughout the colonies. Samuel Adams wrote articles about the event, exaggerating the details and calling it the Boston Massacre. Paul Revere made an engraving of the massacre with the soldiers all in a line firing their guns at peaceful citizens. Revere knew that the picture did not accurately tell the facts about what happened in Boston. The British soldiers did not stand right in front of the colonists and shoot them, but Revere wanted to stir up hatred for the British. Thousands of copies were printed and circulated all over the colonies. This powerful piece of propaganda helped to spread the news and ignite the anger of the colonists even more.

To avoid further trouble, the British pulled their troops out of Boston and stationed them at a nearby harbor fort. The eight soldiers who had fired their muskets were arrested and tried for murder. They were defended by a Massachusetts lawyer, John Adams who later became the first vice president and the second president of the United States. Adams hated the presence of British troops, but he also believed that the soldiers had a right to protect themselves and were entitled to a fair trial. Adams argued in court that they had defended themselves against a lawless mob. Six of the defendants were acquitted. The other two were convicted of manslaughter, a lesser offense than murder. They were branded on their thumbs and released.

Assessment

Pose relevant questions about the events pictured in the engraving of the Boston Massacre created by Paul Revere

Identify and interpret the multiple causes and effects of the Boston Massacre.

Extended Activities

Before, During, and After

Invite students to act out, draw images, or write paragraphs that describe what happened just before the Boston Massacre, during the conflict, and the next scene or sequence of events. If desired, have different students take on the perspective of the colonial patriots and the British soldiers.

Mock Trial

Conduct a mock trial to determine what “really” happened. Have students take the part of a British soldier and a patriot with others serving as prosecutor, defense attorney and judge. The remaining students serve as the jury, but they can also ask questions.

Developing Writing Skills

Help students expand their writing skills by creating some sample sentences together. To teach “COMPARE AND CONTRAST,” model “HOWEVER” sentences, including the use of commas. For example, “The British wore uniforms, however, the Patriots did not.” What other HOWEVER sentence can you create to go with the engraving?

To teach “CAUSE AND EFFECT,” model how to write “BECAUSE” sentences from the point of view of the person on whom they are reporting. For example, “The British fired because the crowd threw things at them.” Or “Because the crowd threw things at them, the British fired on them.” Work together to create more BECAUSE sentences to show cause and effect relationships.

To help students write a DIALOGUE to go with the engraving, brainstorm together a list of words that can be used instead of “said.” For example, “Don’t shoot!” shouted Captain Preston. Note how the word “shouted” is much more powerful than “said.” This is also a good opportunity to help students learn how to punctuate sentences that use direct quotations. Possible substitutes for “said” include:

accused	growled	quarreled
argued	harangued	scoffed
badgered	insinuated	sneered
blamed	jeered	taunted
bullied	ordered	urged
demanded	pestered	yelled
exaggerated	proclaimed	

Handout 1.1



Handout 5.2

“THE FRUITS OF ARBITRARY POWER,
OR THE BLOODY MASSACRE,
PERPETRATED IN KING STREET
BOSTON MARCH 5, 1770, ON WHICH
MESS.RS.SAML GRAY, SAML
MAVERICK, JAMES CALDWELL,
CRISPUS ATTUCKS, PATRICK CARR
WERE KILLED, SIX OTHER WOUNDED
TWO OF THEM MORTALLY”

Lessons 6 and 7: *The Declaration of Independence*

Focus Question: What is the Declaration of Independence and how did it mark the creation of a new nation?

Materials needed: For each group, copy of Handout 6.1 and 6.2; for each student, a copy of Handout 6.3; scissors; map of the original 13 colonies on page 197 of a copy of *Reflections: The United States: Making a New Nation* or a similar 5th grade history textbook (not included in the kit)

Procedure

Activity # 1 Vocabulary Development

Step 1 Divide the students into groups of 3 or 4. Give each group a copy of the Cut and Sort Vocabulary Cards (Handout 6.1). Group members cut apart the vocabulary cards and group them into three piles: “Colonies,” “Great Britain” or “Can’t Tell.”

Step 2 Distribute a copy of Vocabulary for the Story of the Declaration of Independence (Handout 6.2). Using this new information, have students resort the vocabulary cards. Have each group share their groupings and explain the reasons for their choice.

colonies – lands or provinces that are far away from a country that rules over them

settlement – place where people make their permanent homes

Great Britain - island nation west of Europe made up originally of three older countries, England, Scotland, Wales and led by a King or Queen and Parliament

colonists – the people who live in the colonies

Parliament – the legislature of the British government

representatives – people who are chosen to speak for others from their community, colony or state

patriot – one who loves a country

taxes – money that governments collect from people or from the sale of goods to help pay the costs of government

redcoats – British soldiers, who wore red uniforms

intolerable – describes something so bad that a person cannot live with it

minutemen – armed civilians who pledged to be ready in a minute to defend their communities from attack

Continental Congress – gathering of representatives from the 13 colonies of British North America to decide colonial plans and policy

legislature – the part of a government that is made up of people elected to make rules and set taxes

ignore – pay no attention to

draft – to write an early version of something, or the version itself

declaration – announcement or full statement

independence – separateness, ability to stand on one’s own

rights – the powers and opportunities a person or group should be able to get

parchment – a piece of animal skin treated to become a good, long-lasting surface for writing

pamphleteer – one who writes a pamphlet, or short booklet, on a single subject

Activity # 2 The Story of the Declaration of Independence

Step 1 Handout 6.3 is a retelling of “The Story of the Declaration of Independence.”

Depending on the needs of your students, **break up the story into several parts over Days 6 and 7**. As you read, have students find the locations mentioned on a map.

Vocabulary words are written in bold in the text. Have different students read each of the sentences that contain a vocabulary word. Discuss the meaning of the word in context.

Step 2 Discussion Questions

- What is the author’s message in this text?
- What were the ties between British people and Americans from the start of the colonies’ settlement?
- What happened that made the colonies’ representatives in Philadelphia feel that making the colonies a separate country was a good idea?
- Why do we celebrate the Fourth of July?

Step 3 Resort the Vocabulary Cards

After students have read, “The Story of the Declaration of Independence,” have them resort the vocabulary cards from Activity # 1 and provide evidence that supports their decisions.

Assessment

Explain what the Declaration of Independence is and how it marked the creation of a new nation

Extension Activities for “The Story of the Declaration of Independence”

- Work alone, or in pairs, to identify the 13 British colonies on a map.
- Make a list of ways you can show patriotism for our country? (Some possible answers include: Stand for the national anthem; Obey the laws; Vote; Hold elective office; Celebrate the Fourth of July and other national holidays such as Presidents Day, Memorial Day, Veteran’s Day and Thanksgiving; learn about the deeds of the Founders; visit historic sites; and, in times of war, risk our lives to fight for our country and its ideals) Share with the students that the Founders’ patriotism for their country was deep and profound. By signing the Declaration of Independence, those men were signing their own “death warrants,” as Benjamin Rush, one of the signers put it. They pledged to each other their “lives,” “fortunes,” and “sacred honor.” Many lost their fortunes, some their lives, but despite their struggles, the signers stood firm for independence. It was their patriotism that sustained them throughout the struggle to become a nation.

Cut and Sort Vocabulary Cards

colonies	settlement
Great Britain	colonists
Parliament	representatives
patriot	taxes
Redcoats	intolerable
Minutemen	Continental Congress
Legislature	ignore
draft	declaration
independence	rights
parchment	pamphleteer

Vocabulary for the Story of the Declaration of Independence

colonies – lands or provinces that are far away from a country that rules over them

settlement – place where people make their permanent homes

Great Britain - island nation west of Europe made up originally of three older countries, England, Scotland, Wales and led by a King or Queen and Parliament

colonists – the people who live in the colonies

Parliament – the legislature of the British government

representatives – people who are chosen to speak for others from their community, colony or state

patriot – one who is loyal (or patriotic) to his or her country

taxes – money that governments collect from people or from the sale of goods to help pay the costs of government

redcoats – British soldiers, who wore red uniforms

intolerable – describes something so bad that a person cannot live with it

minutemen – armed civilians who pledged to be ready in a minute to defend their communities from attack

Continental Congress – gathering of representatives from the 13 colonies of British North America to decide colonial plans and policy

legislature – the part of a government that is made up of people elected to make rules and set taxes

ignore – pay no attention to

draft – to write an early version of something, or the version itself

declaration – announcement or full statement

independence – separateness, ability to stand on one's own

rights – the powers and opportunities a person or group should be able to get

parchment – a piece of animal skin treated to become a good, long-lasting surface for writing

pamphleteer – one who writes a pamphlet, or short booklet, on a single subject

The Story of the Declaration of Independence

There were thirteen **colonies** belonging to Britain that eventually became the United States. The first permanent **settlement**, Jamestown, became part of the colony of Virginia. The second settlement, Plymouth, became part of Massachusetts. In turn, Maryland, Rhode Island, Connecticut, North and South Carolina, New York, New Jersey, Delaware, Pennsylvania, and Georgia were either established by the British or taken over by them. The citizens of all 13 colonies considered themselves British citizens. Many came from Britain, but even those who came from other countries were British subjects.

British kings and queens and **Parliament** provided Americans with protection from attacks. They also provided some laws and appointed leaders, such as royal governors. Every British settlement on the Atlantic coast of North America was part of a colony.

In 1756, Great Britain went to war against France. One of the things that they were fighting about was control of North America. It was a very expensive war. After the British victory, Parliament decided that American **colonists** should pay new taxes to help pay for the war. After all, British soldiers had fought to protect Americans.

Many colonists did not like the **taxes**. They saw the taxes as a threat against their liberties as English citizens. Some complained that colonists did not get to elect **representatives** to Parliament, and so they should not be taxed by it. These people called themselves **patriots**, lovers of their country. When British troops, the **redcoats**, stayed in American ports to help protect tax collectors, that angered patriots too.

In every one of the 13 colonies there were some patriots angry at English policies by 1775, but Massachusetts patriots showed the greatest concern. In 1770, a mob in Boston threatened some redcoats who had fired their guns, killing 5 patriots. And late in 1773, some patriots dumped tea into the harbor to protest a new tea monopoly and a tax on tea. King George III and Parliament reacted by closing down Massachusetts' big port, Boston, and sending more troops. These **Intolerable Acts** (Coercive Acts) made patriots angry. They were afraid that the king would soon use troops against the colonists. To protect themselves, the patriots started collecting military supplies.

In April of 1775, English troops tried to capture two patriot leaders and military supplies outside Boston. Instead, they found bands of armed volunteers called **minutemen** in Lexington and Concord. The minutemen and redcoats fired at each other, beginning the American Revolution. The Second **Continental Congress**, a gathering of representatives of all 13 colonies, began meeting a few weeks later in Philadelphia. The Congress made George Washington commander of the American forces. At the same time, it tried to convince King George to end the conflict peacefully.

King George **ignored** the colonists' complaints. He declared the colonies were in rebellion. By early January, 1777, British forces had attacked three other towns, from Portland, Maine (then known as Falmouth, Massachusetts) to Norfolk, Virginia. Many patriots, including the **pamphleteer** Thomas Paine, argued that the colonies should stop being part of Great Britain. Some members of Congress wanted to be sure that Americans in all the colonies wanted independence. Congress asked citizens to tell their representatives how they felt. Towns, counties, colonial **legislatures** and groups of citizens wrote them calling for independence.

In June, the Continental Congress created a committee of five members to draft a statement, or declaration, of independence. With the declaration being created, Congress would decide what to do. The declaration would need to say why the colonies were leaving the British Empire and announce their independence. Thomas Jefferson of Virginia was on the committee. The other four, including Benjamin Franklin of Pennsylvania, and John Adams of Massachusetts, decided Jefferson should write the first draft. They would all review it before giving it to the Congress.

Jefferson wrote his draft in a few days, using some wording from previous colonial declarations. He wanted to capture commonly held ideas about the basis of government. The phrase he wrote that became the most famous was "all men are created equal." The draft declared that King George had done many things that were unfair and harmful to the colonies. It said that the people of the colonies had a right to create a new national government for themselves, one that would not have a king at all.

On July 2, 1776 representatives of all of the 13 colonies voted to become independent of Great Britain and form the United States. They then spent two days working on the declaration. They revised it to make Jefferson's draft the best announcement of the new nation that they could make.

On July 4, the Continental Congress voted to use the edited version of the Declaration of Independence.

When the declaration was accepted, two officials signed it, the President of the Congress, John Hancock and Secretary Charles Thomson. Congress sent it immediately to a printer for copies to be sent throughout the colonies.

In many cities and towns the Declaration was read publicly. In some places the ringing of church bells celebrated the declaration. George Washington ordered it read to the troops so that they would know that a new nation depended upon them. A few weeks later, a special handwritten copy was created on parchment and signed by members of Congress.

Congress had decided that the United States should be independent on July 2, 1776. However, we celebrate July 4 because that is the day that the Declaration of Independence was first signed.

Many celebrations of the “nation’s birthday” include readings of the Declaration of Independence. Americans think of the document most often as a statement of the country’s ideas.

Today the parchment copy, signed by the representatives of the states in August 1776, is on display at the National Archives in Washington, D.C.

Lesson 8: Freedom's Journey

Focus Question: What were the key events of the American Revolution?

Materials needed: For each student, a copy of Sequencing Events of the American Revolution (Handout 8.1); a copy for each **pair** of students of Organizing the Events of the American Revolution (Handout 8.2);

Procedure

Activity # 1 Sequencing Events of the American Revolution

Provide students with a copy of Student Handout 8.1. Instruct students to use the time line developed in Lesson 1 or their textbook to place the following events in their proper sequence by numbering them from 1 to 8, with 1 being the earliest event and 8 being the latest event.

Order	Event	Proper Sequence
_____	Treaty of Paris	8
_____	Boston Tea Party	3
_____	Stamp Act	1
_____	Signing of the Declaration of Independence	4
_____	Boston Massacre	2
_____	Articles of Confederation are ratified by the states	6
_____	Continental army spends the winter at Valley Forge	5
_____	American victory at the Battle of Yorktown	7

Activity # 2 Organizing the Events of the American Revolution

Provide students with a copy of the following chart Organizing the Events of the American Revolution (Handout 8.2.) Using the textbook or other resources such as the internet site www.founders.com, have students work together, in pairs, to complete the chart.

Note: The chart includes the same events sequenced above in Activity #1.

Date	Event	Key People	Challenges Colonists Faced (CAUSE)	Responses to the Challenges (EFFECT)
1766	Stamp Act	Patriots, Sons of Liberty, King George III		protests
1770				Used as propaganda to gather support for independence
1773			Taxes imposed by the British Parliament	
1776		Thomas Jefferson, John Adams, Benjamin Franklin		

1778				
1781		Articles of Confederation		
1781			Defeat British army	
1783	Treaty of Paris			

Activity #3 What do you think?

Discuss the following questions with students:

- If you lived during the time of the Revolutionary War, would you more likely be a Patriot or a Loyalist?
- What Revolutionary War leader would you have admired most, had you lived during the time of the War?
- Do you think the Revolutionary War could have been avoided? Why or why not?

Assessment

Place key events of the American Revolution in chronological order

Use two or more texts to identify events, key people, and the causes and effects of the American Revolution.

Extended Activities

Catchy Headlines

With the students, review several newspapers focusing on the headlines. Discuss the style of writing used – short, not a complete sentence, eye-catching, snappy, etc. Have each student select one of the events featured in the unit time line (Handout 1.1) and write a “catchy” headline for the event as it might appear in a newspaper.

Writing New Stories

To highlight some of the key events of the American Revolution, divide the class into 5 groups. Assign each group one of the key events featured in this unit of study.

Students may select to write:

- a descriptive news story about the event, including who, what, when, where, why
- interview a person involved with an event and write a new story using quotations
- write an advice column suggesting a solution to a problem related to the event
- write an editorial or a letter to the editor about the event

Assemble the news articles into one or more pages for each event. Let each group determine the name of their newspaper, the date of the issue and design a masthead for the paper.

Sequencing Events of the American Revolution

Place the following events in their proper sequence by numbering them from 1 to 8, with 1 being the earliest event and 8 being the latest event.

Note: First, locate the date of each event and record it on the line the left of the event. After recording all of the dates, sequence the events. For reference, you may use the use the time line developed in Lesson 1 or your textbook.

DATE	SEQUENCE
_____ Treaty of Paris	_____
_____ Boston Tea Party	_____
_____ Stamp Act	_____
_____ Signing of the Declaration of Independence	_____
_____ Boston Massacre	_____
_____ Articles of Confederation are ratified by the states	_____
_____ Continental army spends winter at Valley Forge	_____
_____ American victory at the Battle of Yorktown	_____

Name _____ Date _____

Organizing the Events of the American Revolution

Work together, in pairs, to complete the following chart using your textbook or other resources such as the internet site [www.founders.com](http://wwwFOUNDERS.com).

Date	Event	Key People	Challenges Colonists Faced (CAUSE)	Responses to the Challenges (EFFECT)
1766	Stamp Act	Patriots, Sons of Liberty, King George III		protests
1770				Used as propaganda to gather support for independence
1773			Taxes imposed by the British Parliament	
1776		Thomas Jefferson, John Adams, Benjamin Franklin		
1778				
1781	Articles of Confederation			
1781			Defeat British army	
1783	Treaty of Paris ends the American Revolution			

Name _____

Date _____

ANSWER KEY Organizing the Events of the American Revolution

(Answers may vary)

Date	Event	Key People	Challenges Colonists Faced (CAUSE)	Responses to the Challenges (EFFECT)
1766	Stamp Act	Patriots, Sons of Liberty, King George III	Parliament needed money to pay off the costs of the French and Indian War	Protests were quick and angry; delegates from nine colonies met as the Stamp Act Congress; No taxation without representation
1770	Boston Massacre	British soldiers; large crowd of angry colonists (Crispus Attucks)	Having British soldiers in their city (Boston)	Used as propaganda to gather support for independence
1773	Boston Tea Party	Sons of Liberty Dressed as Mohawk Indians	Taxes imposed by the British Parliament (The Tea Act)	Angered British leaders; Parliament passed the Coercive Acts (Intolerable Acts)
1776	Declaration of Independence	Thomas Jefferson, John Adams, Benjamin Franklin	Colonists began to think they could rule themselves; Thomas Paine called for independence	Formed a committee to write the Articles of Confederation; Colonial leaders united against Britain; the Revolutionary War
1778	Troops trained At Valley Forge	Von Steuben Washington American troops	Americans spent the Winter in cold and harsh conditions; Von Steuben trained the troops	Other nations helped the Patriot cause; troops became more organized
1781	Articles of Confederation	John Dickinson	A new government had to be formed	It brought the 13 independent states together and set up a national legislature
1781	British surrender to Americans at Yorktown	French military and naval forces Washington Cornwallis	Defeat British army	Treaty of Paris
1783	Treaty of Paris ends the American Revolution	Benjamin Franklin, John Adams, John Jay	Fighting dragged on for more than two years; Negotiate a peace treaty	Britain had to accept American independence and remove all British soldiers