

The American Revolution

Grade Level: ESL (Fourth Grade)

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Length of Unit: Five lessons

I. ABSTRACT

This unit on the American Revolution is specifically designed for a fourth grade classroom having a wide range of English proficiency. Using a variety of strategies to support students learning English as a second language, students will learn causes for and key events in the war for independence, and develop knowledge of the different individuals and groups who provided critical support for the war effort. Students will discuss the American view of the appropriate role of government in the lives of its citizens, steps in the resolution of conflict and the role of citizens in the preservation of government.

II. OVERVIEW

A. Concept Objectives for this unit

1. Students will explore ways to resolve conflicts as they explore colonists' strategies to resolve their conflicts before resorting to revolution.
2. Students will develop an appreciation for different individuals and groups who chose to provide crucial support for the colonists.
3. Through a study of various individuals' actions in support of the war, students will develop an appreciation for active participation in government.

B. Content covered from *Core Knowledge Sequence*

1. The American Revolution
 - a. Causes and Provocations
 - b. The Revolution
2. Making a Constitutional Government-Main Ideas Behind the Declaration of Independence

C. Skills

1. Students will work in cooperative groups to use a variety of resources to research information concerning personalities and events of the Revolutionary War.
2. Students will summarize and report research findings visually, orally and in writing.
3. Students will expand English vocabulary

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Hakim, Joy. *A History of Us, Making Thirteen Colonies*. New York, NY: Oxford University Press, New York; 1999. ISBN # 0-19-512754-4.
2. Hakim, Joy. *A History of Us, From Colonies to Country*. New York, NY: Oxford University Press, New York; 1999.
3. Hakim, Joy. *A History of Us, The New Nation*. New York, NY: Oxford University Press, New York; 1999.

B. For Students: Because the unit is designed for classrooms in which some students are second language learners, it must be assumed that some students have little or no prior knowledge of American history. Introduction and review of basic information must be built in to the lessons.

IV. RESOURCES

A. Carratello, John & Carratello, Patty. *Thematic Unit, The Revolutionary War*

- B. Fritz, Jean. *Where Was Patrick Henry on the 29th of May?*
- C. Fritz, Jean. *Why Can't You Make Them Behave, King George?.*
- D. Hirsch, E. D. *What Your Fourth Grader Needs to Know*
- E. Kellogg, Steven. *Yankee Doodle*
- F. "Cavaliers and Craftsmen of Colonial Williamsburg and Jamestown". Atlas Videos.

V. LESSONS

Lesson One: Building Connections (2 days)

A. Daily Objectives

1. Concept objectives
 - a. Students will understand the concept of claiming land for a country.
 - b. Students will understand the concept of colonization.
 - c. Students will be aware of various revolutions in the Americas.
2. Lesson Content
 - a. The colonization of various parts of the Americas by England, Spain, the Netherlands, Portugal and France.
 - b. Become familiar with the main events of the Mexican Revolution (optional).
3. Skill Objectives
 - a. The students will listen for information. (OKCPS LA Standard 1)
 - b. The students will represent information visually. (TESOL Standard 2.2)
 - c. Students will expand vocabulary through word study. (OKCPS LA Standard 19)

B. Materials

1. Dictionary
2. World maps to be labeled and colored
3. Crayons

C. Key Vocabulary

1. Colony – an area inhabited by a group of people who left their own country and settled in another land.
2. Colonist – a person who helps start or lives in a colony; a settler
3. Colonization – the act of establishing a colony
4. Claim – to assert a right to take as owner
5. Explore – to look over carefully
6. Exploration – the act of exploring

D. Procedures/Activities

1. Discuss the discovering of the Americas by Columbus and the subsequent explorations and claiming of land.
2. Discuss the concept of colonization. Discuss reasons that colonists came to the Americas from various countries. Discuss the view that the colony was "owned" by the European country.
3. Students define the words colony, colonist, colonization, colonial, explore, exploration. Emphasize the function of the affixes on the words.
4. On a map of the world, students color each "mother" country and the colonies pertaining to it in matching colors.
5. If possible, invite a guest speaker to give an overview of a revolution that occurred in a culture represented by some students in the classroom.
6. As a handwriting lesson, students copy from chart paper a paragraph summarizing reasons for the colonization of the Americas.

E. Assessment/Evaluation

1. Student participation in discussion following the presentation by the guest speaker.
2. Student products (colored and labeled map, definitions)

Lesson Two: Building Background-Early Settlements and Colonial Life (2 days)

A. Daily Objectives

1. Concept Objectives
 - a. Students will develop a sense lifestyles of the past.
 - b. Students will develop a sense of empathy for people who come to another country to live.
2. Lesson Content
 - a. Settlement of Jamestown and Plymouth
 - b. Reasons for past and present immigration to America
3. Skill Objectives
 - a. Locate, describe and compare early settlement patterns in the United States. (OKCPS SS Standard 18)
 - b. On a map, identify the states. (OKCPS SS 21)
 - c. Explain how people are influenced by and adapt to their environment. (OKCPS SS 15)
 - d. Comparing and contrasting information. (TESOL 2.2)

B. Materials

1. A political map of the Thirteen Colonies.
2. Internet access visible to all students
3. *N. C. Wyeth's Pilgrims*
4. The video, "Cavaliers and Craftsmen of Colonial Williamsburg and Jamestown."

C. Key Vocabulary

1. environment – the air, water, soil and all the other things that surround a living thing.
2. museum – a building where objects of art, science or history are kept and displayed for people to see.

D. Procedures/Activities

1. Using information from *What Your First Grader Needs to Know* and from *A History of Us*, give information about the reasons for and events surrounding the settlement of Jamestown and of Plymouth.
2. Read *N. C. Wyeth's Pilgrims*, available in English and Spanish. Discuss the reasons and practices in celebrating Thanksgiving. Visit the Mayflower at <http://www.members.aol.com/calebj/mayflower.html> .
3. Brainstorm with students reasons that people in modern times come to America to live. Using a T-chart, compare the reasons early settlers came with reasons that people in modern times come to live in America.
4. Using a map of the Thirteen Colonies, students locate and label the colonies. For students unfamiliar with state names, review the names of the colonies for the next several days. Learn more about the colonies on the internet at <http://www.seanet.com/Users/pamur/13colony.html> .
5. For a look at colonial life, view the video, "Cavaliers and Craftsmen of Colonial Williamsburg and Jamestown" or take a virtual tour of Thomas Jefferson's home at <http://www.monticello.org/> . Visit the Williamsburg homepage at <http://www.history.org> .
7. Students may participate individually or as partners in an interactive tour of a colonial family at <http://www.hfmgv.org/smartfun/colonial/intro/index.html> . For a more extensive webquest, go to <http://www.edina.k12.mn.us/concord/classes/5/kiser/cvwb> . Allow three 30-minute sessions to complete the activities.

E. Assessment/Evaluation

1. Given a blank map, students label the Thirteen Colonies.
2. Student will present information gained in the webquest.
3. Students will summarize in paragraph form the reasons that people come to America compared with reasons people came in the past.

Lesson Three: Causes Leading to War (2 days)

A. Daily Objectives

1. Concept Objectives
 - a. Students will gain an understanding of representative government.
 - b. Students will consider possible consequences of choices.
 - c. Students will list steps to be taken before revolution is chosen.
 - d. Students will examine the power of propaganda.
2. Lesson Content– *Core Knowledge Sequence* page 94
 - a. British taxes
 - b. Boston Massacre and the Boston Tea Party
 - c. The First Continental Congress protests to the king
 - d. Thomas Paine’s *Common Sense*
3. Skill Objectives
 - a. Students will work in cooperative groups to use a variety of resources to research information concerning personalities and events of the Revolutionary War.
 - b. Students will summarize and report research findings visually, orally and in writing.
 - c. Identify cause and effect relationships. (OKCPS Reading Standard 19)
 - d. Identify the author’s purpose and point of view. (OKCPS Reading Standard 21)
 - e. Understand and produce content area vocabulary (TESOL 2.2)

B. Materials

1. *Why Can’t You Make Them Behave, King George?*
2. *What Your Fourth Grader Needs to Know*
3. Encyclopedias for research
4. Large paper for posters
5. Tagboard for making colonial “hats” and “signs” (optional)
6. Word search worksheet showing the various names for the two sides of the Revolutionary War – Appendix D.

C. Key Vocabulary

1. British Army, Redcoats, Lobsterbacks, Tories, Loyalists, Whigs
2. Continental Army, Yankees, Patriots, Minute Men
3. Representation – the act of speaking for someone, standing up for them
4. Tax – money that people pay to the government for its support
5. Taxation – requiring taxes to be paid
6. Weapons – things used in fighting to attack or defend
7. Massacre – a brutal, bloody killing of many people.
8. Protest – an objection or complaint against something
9. Propaganda – information or ideas that are spread to try to influence the thinking of other people.
10. Boycott – to join others in refusing to buy from or deal with a person or nation.

D. Procedures/Activities

1. Review the concept of colonization and discuss its impact on the government of the people. Discuss the concept of representation and the phrase “taxation without representation”.
2. Read to the class the beginning of the book *Why Can’t You Make Them Behave, King George?*
3. Summarize Thomas Paine’s *Common Sense*. Discuss the impact at the time of printed media. Visit Thomas Paine and view some of his writings at <http://www.ushistory.org/paine/index.htm> .
4. Students in small, heterogeneous groups chose from the following projects to be presented the next day:

- a. Using information from *What Your Fourth Grader Needs to Know*, pages 166 and 167, prepare to debate whether the colonies are ready to fight a war with Great Britain. Make hats and signs showing your side of the debate (Loyalists or Patriots).
 - b. Write a brochure designed to convince people to join the Loyalists or the Patriots.
 - c. Draw an enlistment poster for the Continental Army.
 - d. Research and present to the class descriptions of weapons used during the Revolutionary War.
 - e. Research and act out the Boston Tea Party.
 - f. Research and act out the Boston Massacre.
5. Complete the word search worksheet listing the names used for the two sides of the conflict. See Appendix C.
 6. Using pictures as models, students correctly color pictures of soldiers in uniform from both armies. Use drawings of soldiers from *Thematic Unit, Revolutionary War*.
 6. Discuss the Boston Massacre and the Boston Tea Party. Discuss the significance of the ships being cleaned and repaired by the “Indians” after the “tea party”. See worksheet on the Boston Massacre in Appendix D.
 7. List steps colonists took to resolve the situation before resorting to war (protests in writing and through diplomats, demonstrations, boycott).
- E. *Assessment/Evaluation*
1. Student discussions regarding governmental practices and dealing with conflict
 2. Student presentations from activity 4 above
 3. Written assessment of vocabulary words presented

Lesson Four: Growing Commitment to Fight

A. *Daily Objectives*

1. Concept Objectives
 - a. Governmental change requires active participation from citizens (Liberty required a life or death commitment from the Patriots.)
 - b. Understanding of the role of government
2. Lesson Content – *Core Knowledge Sequence* page 94
 - a. Paul Revere’s Ride – “one if by land, two if by sea”
 - b. Lexington and Concord – “the shot heard round the world”
 - c. Bunker Hill
 - d. Second Continental Congress: Washington appointed Commander in Chief
 - e. The Declaration of Independence
3. Skill Objectives
 - a. Using a map scale to compute distances
 - b. Increasing understanding of English sayings

B. *Materials*

1. “Paul Revere’s Ride” by Henry Wadsworth Longfellow
2. *Where Was Patrick Henry on the 29th of May?* by Jean Fritz
3. Index cards, construction paper, toy soldiers
4. Worksheet: Paul Revere’s Ride and a current map of the Boston-Lexington area. For a current map of the area, go to the web at <http://mapquest.com> . For period maps, go to <http://earlyamerica.com> .
5. Second paragraph of the Declaration of Independence written on chart paper.
6. The Disney video *Johnny Tremain* (optional).
7. quill pen and ink

C. *Key Vocabulary*

1. spy

2. Commander in Chief, general
3. self-evident, equal, created, endowed, unalienable, rights, pursuit, just, unjust, alter, abolish, declaration, independence
4. “the shot heard ‘round the world”
5. “as the crow flies”

D. *Procedures/Activities*

1. Discuss life in Boston with British soldiers throughout the city and guarding entrances. Discuss the use of spies and secret collections of weapons. Discuss the reasons for the British march against Lexington and Concord. Discuss and act out Paul Revere’s actions in warning the colonists. Take a virtual tour of Paul Revere’s home at <http://www.paulreverehouse.org/>.
2. Make houses and rocks from index cards and construction paper or from the Tom Snyder software, *Community Construction Kit*. Make a diorama showing Paul Revere warning the colonists. Read the poem, “Paul Revere’s Ride”. Compute distance and travel time using the worksheet, “Boston to Lexington” in Appendix E.
2. Discuss the events at Lexington and Concord.
3. Discuss the different approaches to battle held by the British and the Patriots. Demonstrate the British approach with rows of students. Using toy soldiers, set up a display showing the different battle approaches of the British and the Minute Men.
4. View the video, *Johnny Tremain*. Discuss the choices that the main characters made, and the effects of those choices on others.
5. Write a historical fiction story.
6. Discuss the intent of the Declaration to give notice of independence from Britain and reasons for the colonists choice. Display the opening paragraphs of the Declaration of Independence. Discuss the American beliefs concerning what the role of government should be and when the people have a right to change the government. Lead students in making individual mind maps illustrating the role of government. Read about the signers of the Declaration, Jefferson’s comments on the writing of it, and the original document at <http://www.ushistory.org/declaration/index.htm>.
7. Students copy onto parchment-looking paper “We hold these truths to be self-evident—that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundations on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.” Display this section in the classroom and repeat it often so that students will begin to memorize the selection.
8. View a copy of the original Declaration of Independence noting the signatures. Discuss the fact that the signing of the declaration meant treason in the eyes of the British. Note the size of John Hancock’s signature. Brainstorm possible reasons for his signing his name larger than the others. Try writing with a quill pen and ink.
9. Read excerpts from *Where Was Patrick Henry on the 29th of May?* Discuss his famous speech.

E. *Assessment/Evaluation*

1. Student dioramas and displays
2. Students’ historical fiction stories
3. Class participation in discussion
4. Student listing of the roles of government as outlined in the Declaration of Independence
5. The Paul Revere worksheet using a map scale and computing time traveled

Lesson Five: The Revolution

A. Daily Objectives

1. Concept Objectives
 - a. Students will develop an appreciation for different individuals and groups who chose to provide crucial support for the colonists.
 - b. Through a study of various individuals' actions in support of the war, students will develop an appreciation for active participation in government.
2. Lesson Content– *Core Knowledge Sequence* page 94
 - a. Victory at Trenton
 - b. Victory at Saratoga and the alliance with France
 - c. Important people during the war.
 - 1.) European helpers-Lafayette; de Galvez, Kosciusko, von Steuben
 - 2.) Women-Deborah Sampson, Molly Pitcher
 - d. Valley Forge
 - e. Yorktown
3. Skill Objectives
 - a. Using a variety of resources to research information
 - b. Identifying main ideas and taking notes

B. Materials

1. Toy soldiers, paper, shaving cream
2. Encyclopedia
3. Large wall map traced on butcher paper
4. Construction paper and scissors
5. Clay and burnt matchsticks

C. Key Vocabulary

1. alliance – the state of being bond together for the common good
2. ally – a person or a country that is associated with another as a helper
3. peninsula – a portion of land nearly surrounded by water
4. mercenary – someone paid to fight in the army of a foreign country
5. “through thick and thin”

D. Procedures/Activities

1. Discuss the voluntary nature of the Continental Army and “the times that try men’s souls”. Relate this event to the saying “through thick and thin.”
2. After researching Washington’s surprise attack on the Hessians at Trenton, students recreate the scene in which Washington crosses the Delaware River. Students fold paper into boats, use toy soldiers for the army, blue bulletin board paper for water, and shaving cream for ice chunks in the water.
3. Discuss the American victory at Saratoga. Emphasize the importance of this victory in causing the French to openly join with the American cause. Students write headlines and news articles as they might have appeared in 1777 newspapers announcing the victory and the addition of France as an ally.
4. Students work in pairs to present reports on individuals important to the war, such as Molly Pitcher, Deborah Sampson, Betsy Ross, George Washington, Thomas Jefferson, Benjamin Franklin, John Paul Jones, Nathan Hale, Baron von Steuben, Bernardo de Galvez, Thaddeus Kosciusko and the Marquis de Lafayette. Students use *What Your Fourth Grader Needs to Know*, encyclopedias and internet sources to gather information about the individual. Students prepare a written summary of the life of the person, design a commemorative stamp showing that person’s contribution and write a paragraph detailing the reasons that person deserves a commemoration. Students will orally present their information to the group. The audience will take notes on the main events in the lives of the individuals presented.

5. Take a virtual tour of the Betsy Ross homeplace at <http://www.ushistory.org/betsy/house> . See a slideshow about Molly Pitcher at <http://earlyamerica.com> . Learn about Ben Franklin and view puzzles, experiments and games at <http://www.ushistory.org/franklin/index.html> .
5. Discuss the winter at Valley Forge and the impact of European helpers. Point out that Baron von Steuben did not know English when he came to help George Washington. Learn in English and in German the song, "My Hat." See Appendix F for a copy of the song and instructions for making three-cornered hats. Visit the interactive web site about Valley Forge at <http://www.ushistory.org/valleyforge/index.html>.
6. Read the book *Yankee Doodle* by Steven Kellogg. Discuss the original meaning of the song, and the colonists' use of the song. Learn the song. Make a feather for the three-cornered hats in Activity 5.
7. Using students to represent groups of soldiers and the classroom to represent the colonies, demonstrate the placement of soldiers and their movement in preparation for the battle at Yorktown. Note the major role that the landforms played in allowing the Americans to corner the British. Using clay and matchsticks, make models of the earthwork forts constructed by the British. Using toy soldiers and boats and houses created in previous lessons, reconstruct the scene of the Battle at Yorktown.
8. On a large map of the colonies, locate and label the sites of the major battles. Add a short summary of each battle. See Appendix H.

E. Assessment/Evaluation

1. Assessment of student stamps and reports.
2. Observation of student participation in classroom discussions and displays
3. Written news articles
4. Notes taken by students as presentations were given

VI. CULMINATING ACTIVITIES

- A. Students use pictures of activities completed throughout the unit to make a computer slideshow highlighting the main concepts presented in the unit.
- B. Students are given a study sheet highlighting all important information. Students play a teacher-made Jeopardy game based on the study sheet information.
- C. Students play "Who Am I?" in which they have the name of the Revolutionary War personality on their back and they must ask questions that can be answered with only yes or no in order to find their identity.
- D. Students make an illustrated timeline showing the events leading up to and including the Revolution. See Appendix G.
- E. Visit the websites of Revolutionary War reenactors. See <http://www.revwar.com/dragoon> . This website shows school children at an encampment with reenactors: <http://www.secondsouth.org/INDEX13.HTM> .
- D. Students complete a test over the information in the study sheet.

VII. HANDOUTS/WORKSHEETS

Appendices A – H

VIII. BIBLIOGRAPHY

Fritz, Jean. *And Then What Happened, Paul Revere?* New York, New York: Coward, McCann & Geoghegan, Inc. 1975.

Fritz, Jean. *Where Was Patrick Henry on the 29th of May?* New York, New York: Coward, McCann & Geoghegan, Inc. 1975.

Fritz, Jean. *Why Can't You Make Them Behave, King George?* New York, New York: Coward, McCann & Geoghegan, Inc. 1975.

Fritz, Jean. *Why Don't you Get a Horse, Sam Adams?* New York, New York: Coward, McCann & Geoghegan, Inc. 1975.

Grum, Bernard. *Timetables of History.* New York, New York: Simon & Schuster. 1973.

Hirsch, E. D. *What Your Fourth Grader Needs to Know.* New York, New York: Doubleday. 1992.

Kellogg, Steven. *Yankee Doodle.* Simon and Schuster. 1996.

Workbook

Carratello, John & Carratello, Patty. *Thematic Unit, The Revolutionary War.* Huntington Beach, CA: Teacher Created Materials, Inc, 1991. ISBN # 1-55734-293-8.

Videos and Filmstrips

“Cavaliers and Craftsmen of Colonial Williamsburg and Jamestown”. Atlas Videos. 1993.

“Founding of a Nation: The American Revolution”. Encyclopedia Britannica. 1972.

Fritz, Jean. “Six Revolutionary War Heroes”. Scholastic.

Fritz, Jean. “And Then What Happened, Paul Revere?”. Scholastic.

Additional Internet Sites

<http://encarta.msn.com>

<http://www.britannica.com>

<http://www.authorslibrary.com/b/liberll.htm>

<http://www.norfacad.pvt.k12.va.us/project/hancock/hancock>

<http://libertyonline.hypermall.com/>

<http://www.historychannel.com>

<http://www.ccle.fourh.umn.edu/rulesvirginia.html>

<http://www.falconjmu.edu/~rameyil/colonial.htm>

Additional Topics and Connections to Other Content Areas

A. Language - cultural

Explore with students the use of slang in the song, “Yankee Doodle.”

In connection with the sections describing the difficulties of the American soldiers and the winter at Valley Forge, explain the phrases “through thick and thin,” “blow hot and cold”, and “sunshine patriot”. Use “as the crow flies” in the math activity involving Paul Revere’s ride.

B. Language – English for language learners

Survival Stage-Direct instruction in colors and names for clothing may be related to the uniforms of the British and Continental soldiers.

ELD Curriculum Guide Survival XV and XVII.

Beginner Stage-Direct instruction in the use of prepositions may be related to setting up models of events in the war. Students will also be exposed to content appropriate vocabulary.

ELD Curriculum Guide Beginner III and XII.

Intermediate Stage-To practice forming wh questions, students list interview questions to ask of historical persons. To practice forming yes/no questions, students participate with the class in the review activity in which students have a name of a historical personality taped to their backs and are to find out the name by asking questions that can be answered with only “yes” or “no”.

ELD Curriculum Guide Intermediate XI and XII

Advanced Stage – Students practice passive voice by matching people and accomplishments in a concentration-style game. Names and accomplishments are written on cards. If a student makes a match, he gives a sentence using whichever card was turned up first as the beginning part of the sentence. “Thomas Jefferson.....wrote the Declaration of Independence” or “the Declaration of Independence..... was written by Thomas Jefferson.”

ELD Curriculum Guide Advanced IX.

C. Language Arts – vocabulary

ESL survival stage

red	blue	white	black	gray	coat	pants	boots
yes	no	Washington		government			

ESL beginner

battle	war	government	colony	state	tax	army	flag
under	behind	beside	between	inside	on	on top of	
in front of		close	far				

ESL intermediate

tax	revolution	battle	war	colony	colonist	Yankee
Redcoat	independence		liberty	government	Great Britain	uniform
peninsula	surrender					

ESL Advanced

colony/colonist	revolution	independence	Yankee	Redcoat
loyalist	patriot	traitor	representation	
taxation	delegate	advantage/disadvantage		ally
minutemen	militia	Continental	traitor	
peninsula	surrender	treaty		

2. Use concepts of root words and affixes to clarify meanings of unfamiliar words, such as taxation, representation, colonization, declaration, disadvantage, revolution, government.

D. Literature

Read “The Legend of Sleepy Hollow” and “Rip Van Winkle” from the Core Knowledge book. For language learners, show a filmstrip or video of the stories before reading them to the class. Note that the author, Washington Irving, traveled to Oklahoma and wrote of his experiences in his book, A Tour of the Prairies.

E. Reading

Students read during sustained silent reading and summarize books related to the unit. Starred books are Accelerated Readers.

*Johnny Tremain

Cornstalks and Cannonballs

Phoebe the Spy

War Comes to Willy Freeman

*Secret Soldier

*Yankee Doodle and the Secret Society

*Give Me Liberty

*Flames of Freedom

*We’re Behind You, George Washington

*The Bravest Blacksmith

My Brother Sam is Dead

*George Washington’s Socks

F. Character

Discuss the efforts of Americans to avoid war. List the things that were done to avoid war, such as sending letters and delegates to Great Britain. When war became the option, it was not entered into hastily, with anger, but was given consideration over a period of time, and was entered into only after giving written reasons in the Declaration of Independence.

Discuss the response of Americans to the insult created by the song “Yankee Doodle”. List choices students have in responding to negative acts of others.

Other character qualities evidenced in the events are perseverance in very difficult and discouraging conditions, commitment to ideas of liberty and independence, and ingenuity and careful planning as well as empathy and commitment on the part of European helpers.

G. Geography

Students name and locate the 13 colonies. Point out the mountain ranges as natural barriers.

Locate the sites of events during the war. For period maps, visit the website

<http://earlyamerica.com>.

Note the disadvantage Great Britain had in the distance troops and supplies had to be transported.

Note the landforms around Yorktown and their significance to the American victory.

H. Math

Using a map, determine distances and travel times. *Using a contemporary map of the Boston area, determine the distance from Boston to Lexington using the roads available today and “as the crow flies.” Compute the time required to travel in a car (at 55 mph), on a horse (at 15 mph), or walking briskly (at 4 mph).* See Appendix D.

Using dates, compute elapsed time. *How much time passed between the signing of the Declaration of Independence and the surrender at Yorktown?*

I. Handwriting

Point out John Hancock’s signature on the Declaration of Independence. Discuss the implications and possible reasons for his signature being larger than the others. Students practice writing their names in cursive. As an extension, some may add embellishments to their names for this activity. Students may experiment with using a quill or calligraphic pen for writing. For period documents, visit the website <http://earlyamerica.com>.

Additional handwriting lessons may include copying in cursive, from the overhead or chart tablet, the opening sentences of the Declaration of Independence or summaries of previous Revolutionary War events.

J. Music

“Yankee Doodle”- teach the 1 and 5 chords to be used with this song. Allow students to accompany using these chords on an autoharp or keyboard. See Core section- Music/Harmony.

“My Hat/Mein Hut”

“You’re a Grand Ol’ Flag”

Discuss the instruments used in the artwork, “The Spirit of ‘76” Why were these instruments chosen? What was their purpose?

K. Art

“The Spirit of ‘76”

“Washington Crossing the Delaware”

“The Signing of the Declaration of Independence”

Display artwork using prints, transparencies or Grader book. Discuss the expressive nature of art as compared with exact reproduction as in a photograph. Which elements of the paintings express the artists feelings? Which elements are probably not realistic? Does it matter?

L. Science

Explore the contributions of these inventors:

Benjamin Franklin’s interests in and experiments with electricity may be related to a unit on electricity.

Thomas Jefferson’s home, Monticello, contains many inventions and architectural innovations designed by Jefferson himself. For an annotated virtual tour of the rooms of the house and of the grounds, see <http://www.monticello.org>.

Benjamin Banneker was a self-taught inventor who contributed greatly to the planning of Washington D. C.

James Watt invented the steam engine.

The Montgolfier brothers ascend in a hot air balloon.

Appendix B – The American Revolution

The Needs of Language Learners

In order to be a successful language learner, students need a climate of mutual respect. Language learners need a climate in which they feel free to risk making a mistake. A low anxiety level is necessary for experimenting with language. Most students need an initial silent period before they begin to try using the language.

Language learners need to feel that they are included as a part of the classroom community. They profit from frequent community building activities. Teachers can encourage a sense of inclusion by involving language learners in each lesson. When the students are not able to participate in assignments given to others, alternate assignments may be planned.

Successful language learners must feel accepted by the speakers of the target language. They need to feel “invited” to join the culture. By including students in learning the history and practices of a culture, teachers enable students to begin to feel more included in the common knowledge and thereby in the culture. Students new to the culture will need more background knowledge to be provided by the teacher. Background knowledge taken for granted among native speakers may be new to learners from other cultures.

In order for a student to learn vocabulary, it must be presented in a way that makes it comprehensible to them. Vocabulary should be controlled and presentations and assessments need to have as much visual support as possible.

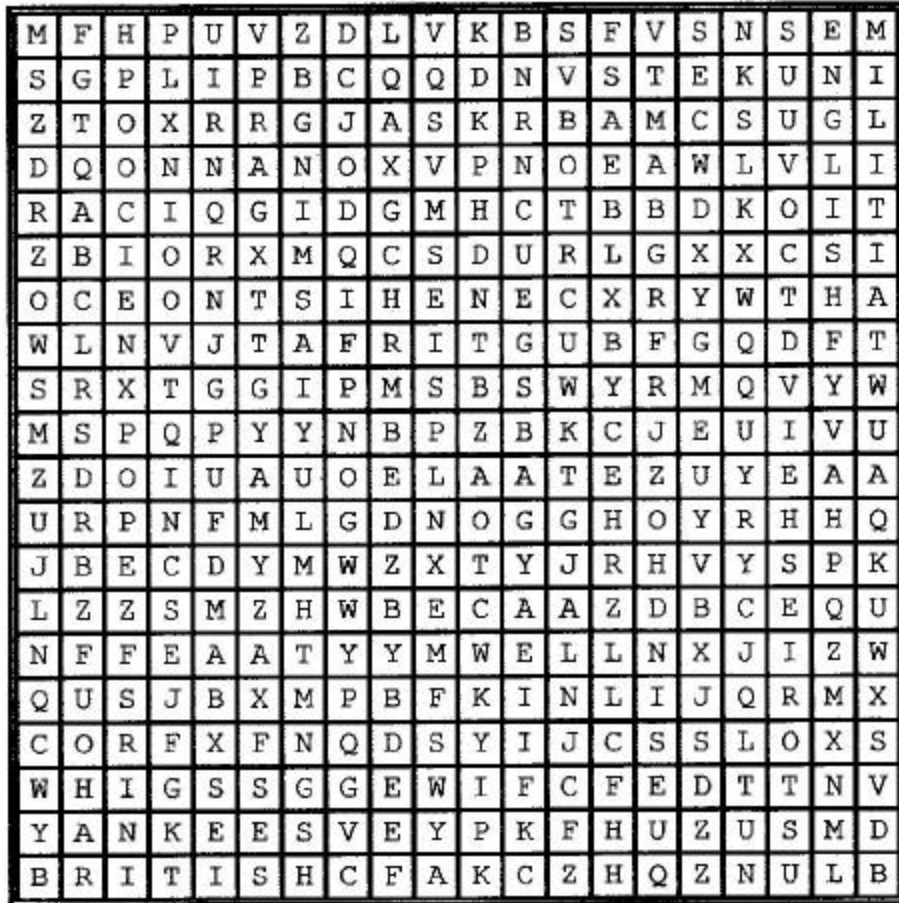
Content Area Instructional Strategies For Language Learners

1. Model, demonstrate or use realia whenever possible.
2. Use graphic organizers to present information, provide practice using new learning, or assess learning.
3. Use cooperative learning or buddy formats.
4. Provide visual support (pictures, filmstrips, videos, computer software) in content area instruction.
5. Plan for frequent hands-on experiences.
6. Include physical activity whenever possible.
7. Use consistent vocabulary as much as possible. Explain slang or idiomatic expressions whenever they are used.
8. Allow for a “silent period”. Avoid making frequent grammatical corrections.
9. Maintain a low anxiety level.
10. Have bilingual and picture dictionaries available to you and the student. Make individual “Word Books” of new vocabulary and structures.
11. Translate content area tests whenever possible.
12. Beware of hidden gaps in academic understandings.
13. Review and highlight important material often. Provide or assign written summaries of the day’s content. Summaries may be copied as a handwriting assignment. Use crossword puzzles or word searches to review new vocabulary.
13. Provide study guides (translated if possible) of key content.
14. Celebrate their successes.

APPENDIX C - The American Revolution

Find the names used to refer to the two sides of the Revolutionary War:

PATRIOT CONTINENTAL YANKEE WHIGS BRITISH
 MILITIA ENGLISH TORIES LOYALISTS REDCOATS
 LOBSTERBACKS MINUTEMEN



List the names that belong to the Americans' side. _____

List the names that belong to the British side. _____

Appendix D – The American Revolution

NAME _____

The Boston Massacre

In 1768, King George II of England was annoyed with “his” American colonies. The colonist were smuggling goods into the country to avoid paying taxes on such things as lead, glass, paint, paper, wine and tea. King George wanted to show the colonists that he was in control. He sent 4000 British soldiers and many warships to Boston.

Then the colonists were angry. The British soldiers could search the colonists’ homes whenever they liked, the colonists could not keep weapons in their homes and they had to give the soldiers food and lodging in their own homes whenever they were asked to do so. Colonists were also being made to pay taxes without their consent.

On March 5, 1770, a group of schoolboys were making fun of a British guard. Soon the boys were joined by others who began to call names and throw snowballs at the guard. When the guard called for help, a group of British soldiers came. A British musket fired, then more shots were fired into the crowd and over their heads. When the shooting was over, five colonists were dead and many more were wounded. One of the men killed was Crispus Attucks. He was the first black man to be killed in the American Revolution.

1. Use a dictionary to define these words:

massacre _____

smuggle _____

lodging _____

musket _____

2. What did the schoolboys do that started the problem with the guard? _____

3. What did the crowd do? _____

4. What was the end result to the people in the crowd? _____

Appendix E – American Revolution

Note-Students will need a copy of a map to do this worksheet. To find a current map showing the routes from Boston to Lexington and Concord, go to the web at <http://mapquest.com/> . To find period maps, go to <http://earlyamerica.com>

NAME _____

BOSTON TO LEXINGTON

1. Using the current map, describe the best route to go from Boston to Lexington.

2. Using the shortest route, what is the distance from Boston to Lexington? _____

3. What is the distance from Boston to Lexington “as the crow flies”? _____

4. Using today’s highways, how long would it take a car traveling 60 miles per hour to go from Boston to Lexington? (hint: distance divided by rate equals time)

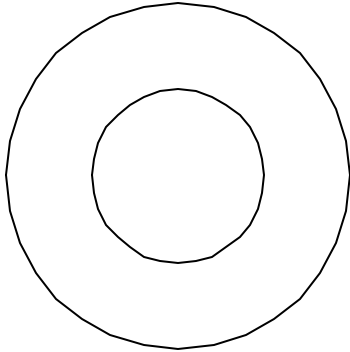
5. How long would it take a person on horseback traveling 15 miles per hour to go to Lexington? _____

6. How long would it take a person walking at 4 miles an hour to go to Lexington?

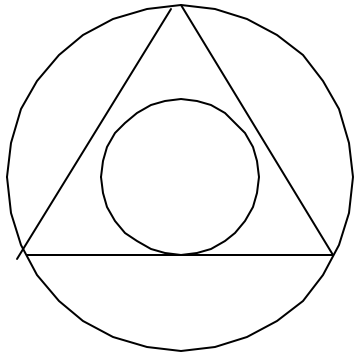
Appendix F – The American Revolution

Instructions for Making a Three-Cornered Hat

In the center of a 12” square of construction paper, cut a circle 6” in diameter. Cut off the outer corners to make an outer circle.



Draw a triangle on the “hat”.



Fold the brim upward along the lines by rolling the edges around a pencil toward the center to form the three sides. Add a construction paper feather.

English pronunciation for the song, “Mein Hut” given on the following page:

Mine hoot dare haht dry eken;

Dry eken haht mine hoot;

Oond haht air nisht dry eken,

Dahn vair air nisht mine hoot.

My Hat (Mein Hut)

German Folk Song

C G7



My hat it has three cor - ners;
Mein Hut, der hat drei Eck - en;

G7 C



Three cor - ners has my hat;
Drei Eck - en hat mein Hut;

C G7



And had it not three cor - ners,
Und hätt er nicht drei Eck - en,

G7 C



It would not be my hat.
Dann wär er nicht mein Hut

Appendix G - The American Revolution

TIMELINE OF THE REVOLUTIONARY PERIOD

March 5, 1770	Boston Massacre
December 16, 1773	Boston Tea Party
April 19, 1775	Battles at Lexington and Concord
June 15, 1775	Washington is named Commander-in-Chief of the Continental Army
June 17, 1775	Battle of Bunker Hill
July 4, 1776	The Declaration of Independence is adopted by the thirteen colonies.
December 26, 1776	Washington crosses the Delaware for a surprise attack on Trenton
October 17, 1777	Battle at Saratoga
December 19, 1777	Winter at Valley Forge
October 19, 1781	Battle at Yorktown ends with Cornwallis' surrender

Appendix H – The American Revolution

Battle summaries to be cut out and pasted on location on the wall map.

<p>LEXINGTON AND CONCORD The first battles of the war were fought here. About 2,000 British soldiers left Boston to destroy American ammunition supplies hidden in Concord. They were stopped at Lexington by Minutemen. The gunfire which occurred became known as “the shot heard ‘round the world’”. A few hours later in Concord, the British were forced back from North Bridge by hundred of patriots. –April 19, 1775</p>	<p>BUNKER HILL The militiamen of Boston wanted to put cannons on the top of Breed’s Hill and on Bunker Hill, which overlooked the seaport at Boston. The militia was defeated by British warships and foot soldiers. --June 17, 1775</p>
<p>TRENTON, NEW JERSEY British and Hessian soldiers had General George Washing and his 2,400 troupes trapped in an inlet of the Delaware River. During the night, Washington led his troops across the Delaware River in small boats on a surprise attack against the enemy. –December 26, 1776</p>	<p>SARATOGA At Saratoga, New York, the British army was defeated. The victory at Saratoga was considered the turning point of the war because it convinced the French to openly support the Americans. --October 17, 1777</p>
<p>YORKTOWN The last battle of the American Revolution was at Yorktown in Virginia. The British built a fort on the peninsula at Yorktown. The French battleships took control of the ocean behind them. General Washington and the French general, General Rochambeau, trapped Cornwallis by land. When Cornwallis surrendered his army to Washington, the Revolutionary War was over. –October 19, 1781</p>	