

YOU SAY YOU WANT A REVOLUTION

Grade Level: First Grade

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Length of unit: 10 days

I. ABSTRACT

- A. This unit introduces students to some of the key people and events of the American Revolution. Through a variety of activities, the students will learn about events leading up to the revolution, the war and its outcome, and the people who changed the course of American history.

II. OVERVIEW

- A. Concept Objectives
1. Develop a sense of historical empathy and see through the eyes of people who were there.
 2. Understand cause and effect.
 3. Develop an awareness of place.
 4. Understand how the political system gains power over the people and the land.
- B. Core Knowledge Content
1. Locate the original thirteen colonies.
 2. The Boston Tea Party
 3. Paul Revere's ride, "One if by land, two if by sea"
 4. Minutemen and Redcoats; the "shot heard round the world"
 5. Thomas Jefferson and the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal..."
 6. Fourth of July
 7. Benjamin Franklin: Patriot, inventor, writer
 8. George Washington: from military commander to our first president
 - a. Martha Washington
 - b. Our national capital city named Washington
 9. Legend of Betsy Ross and the flag
- C. Skills will be addressed in individual lesson plans.

III. BACKGROUND KNOWLEDGE

- A. These three resources are necessary for obtaining background knowledge on this topic:
1. Hirsch, E.D. (1998). *What Your First Grader Needs to Know*. New York: Bantam Doubleday Dell. ISBN: 0-385-31987-8
 2. King, David. (1996). *First Facts about U.S. History*. Woodbridge: Blackbirch Press. ISBN: 1-56711-168-8
 3. Egger-Bovet, Howard and Smith-Baranzini, Marlene. (1994). *U.S. Kids History of the*

American Revolution. Covello, CA: Yolla Bolly Press. ISBN: 0-316-96922-2

B. Students: previous introduction to the Early Explorers and English Settlers units.

IV. RESOURCES

- A. *A Picture Book of Paul Revere* by David Adler
- B. *A Picture Book of George Washington* by David Adler
- C. *George the Drummer Boy* by Nathaniel Benchley
- D. *Colonial Kids* by Laurie Carlson
- E. *Book of the American Revolution* by Egger-Bovet and Smith-Baranzini
- F. *The Thirteen Colonies* by Dennis Fradin
- G. *George Washington's Mother* by Jean Fritz
- H. *What's the Big Idea Ben Franklin* by Jean Fritz
- I. *What Your First Grader Needs to Know* by E.D. Hirsch
- J. *First Facts about U.S. History* by David King
- K. *Paul Revere's Ride* by Henry Longfellow
- L. *George Washington's Cows* by David Small
- M. *Thomas Jefferson* by T.M. Usel

V. LESSONS

A. Lesson One: Thirteen Colonies

1. Daily Objectives
 - a. Lesson Content
 - i. Thirteen Colonies
 - b. Concept Objective
 - i. Develop an awareness of place
 - c. Skill Objectives
 - i. Students will locate the thirteen colonies.
 - ii. Students will label the thirteen colonies.
2. Materials
 - a. U.S. classroom map
 - b. U.S. outline map
3. Key Vocabulary
 - a. colonies
 - b. colonists
 - c. settlement
4. Procedures
 - a. Read *The Thirteen Colonies*.
 - b. Discuss location of thirteen colonies.
 - c. Brainstorm reasons for locations of various settlements.
 - d. Students will identify thirteen colonies on U.S. map.
 - e. Students will color and label thirteen colonies on student outline map.
 - f. Students will play "name that colony." See Appendix A.
 - g. Begin revolutionary dictionary with key words.
5. Evaluation/Assessment
 - a. Students will correctly label the thirteen colonies with aid of U.S. map.

B. Lesson Two: The Boston Tea Party

1. Daily Objectives
 - a. Lesson Content
 - i. The Boston Tea Party
 - b. Content Objectives
 - i. Develop a sense of historical empathy and see through the eyes of the people who were there.
 - ii. Understand cause and effect.
 - c. Skill Objectives
 - i. Students will identify the causes of the Boston Tea Party.
 - ii. Students will explain the events of the Boston Tea Party.
 - iii. Students will sequence the events of the Boston Tea Party.
2. Materials
 - a. *First Facts about U.S. History* pages 22-23
 - b. play money
 - c. tea bags
3. Key Vocabulary
 - a. taxes
 - b. harbor
 - c. law
 - d. boycott
 - e. disguise
4. Procedures
 - a. Read *First Facts about U.S. History* pages 22-23.
 - b. Students will discuss and role play the events leading up to the Boston Tea Party.
 - c. Students will create a classroom mural depicting the Boston Tea Party.
 - d. Students will participate in the role playing activity "Tax the Tea." Appendix B.
 - e. Students will sequence the events leading up to and including the Boston Tea Party. See Appendix C.
 - f. Continue adding to the revolutionary dictionary.
5. Evaluation/Assessment
 - a. Students will sequence the events leading up to and including the Boston Tea Party.

C. Lesson Three: Paul Revere's Ride

1. Daily Objectives
 - a. Lesson Content
 - i. Paul Revere's Ride
 - b. Concept Objectives
 - i. Develop a sense of historical empathy and see through the eyes of the people who were there.
 - ii. Understand cause and effect.
 - iii. Understand how the political system gains power over the people and the land.
 - c. Skill Objectives
 - i. Students will identify Paul Revere.
 - ii. Students will describe and tell what happened on Paul Revere's ride.
 - iii. Students will brainstorm other possible outcomes to Paul Revere's ride.

- iv. Students will define minutemen and redcoats.
 - v. Students will define the meaning of the phrase “the shot heard around the world.”
2. Materials
 - a. *A Picture Book of Paul Revere*
 - b. *Sam the Minuteman*
 - c. *George the Drummer Boy*
 - d. *Paul Revere’s Ride* - poem by Longfellow
 3. Key Vocabulary
 - a. silversmith
 - b. liberty
 - c. minutemen
 - d. redcoats
 - e. lantern
 - f. Lexington
 - g. Concord
 4. Procedures
 - a. Students will illustrate Paul Revere’s ride without previous information.
 - b. Read *A Picture Book of Paul Revere*.
 - c. Students will role play Paul Revere’s ride and other possible outcomes.
Example-Paul Revere fell asleep and did not see the lantern; the minutemen were cowards and hid.
 - d. Students will write a defining sentence for each key vocabulary word.
 - e. Continue adding to the revolutionary dictionary.
 - f. Read the poem *Paul Revere’s Ride*
 5. Evaluation/Assessment
 - a. Students will write defining sentences using the key vocabulary words.

D. Lesson Four: George Washington

1. Daily Objectives
 - a. Lesson content
 - i. George Washington
 - b. Concept objectives
 - i. Develop a sense of historical empathy and see through the eyes of the people who were there.
 - ii. Understand cause and effect.
 - iii. Understand how the political system gains power over the people and the land.
 - c. Skills objectives
 - i. Students will identify and write about George Washington’s life and his role in the American Revolution.
2. Materials
 - a. *A Picture Book of George Washington*
 - b. *George Washington’s Mother*
 - c. *George Washington’s Breakfast*
 - d. *George Washington’s Cows*
3. Key Vocabulary

- a. continental army
 - b. revolution
 - c. Virginia
 - d. president
 - e. war
 - f. peace
 - g. general
4. Procedures
- a. Read several fiction and nonfiction books about George Washington over a period of several days.
 - b. Create headlines that might have been in a newspaper from revolutionary war times.
 - c. After listening to the book *George Washington's Cows*, list the fictional elements of the story.
 - d. After listening to the poem *Washington*, the students will select the rhyming words.
 - e. After listening to the book *George Washington's Mother*, the students will write a letter from Washington to his mother, describing his experiences in the war.
 - f. After listening to the book *George Washington's Breakfast*, students will compose a list of resources that the character George uses in his search to discover what George Washington had for breakfast.
 - g. Students will continue adding to the revolutionary dictionary.

5. Evaluation/Assessment

- a. The students will write a letter from George Washington to his mother describing his experiences in the war.

E. Lesson Five: Thomas Jefferson, Declaration of Independence, Fourth of July

1. Daily Objectives

- a. Lesson Content
 - i. Thomas Jefferson
 - ii. Declaration of Independence
 - iii. Fourth of July
- b. Concept Objectives
 - i. Develop a sense of historical empathy. See through the eyes of the people who were there.
 - ii. Understand cause and effect.
 - iii. Understand how the political system gains power over the people and the land.
- c. Skill Objectives
 - i. Students will tell about the life of Thomas Jefferson and recognize his role in the American Revolution.
 - ii. Students will memorize and recite phrases from Declaration of Independence: "We hold these truths to be self-evident that all men are created equal."
 - iii. Students will design their own declaration of independence.
 - iv. Students will compare today's Fourth of July to original Independence Day.

2. Materials

- a. picture of liberty bell
- b. *Thomas Jefferson*
- c. poster of Declaration of Independence
3. Key Vocabulary
 - a. governor
 - b. architect
 - c. inventor
 - d. lawyer
 - e. declaration
 - f. independence
 - g. document
 - h. Philadelphia
4. Procedures
 - a. Read books about Thomas Jefferson, the Declaration of Independence, and the Fourth of July
 - b. Students will pantomime events from Thomas Jefferson's life.
 - c. Students will work in small groups to complete class biography of Thomas Jefferson.
 - d. Students will write their own declaration of independence.
 - e. Students will recite and memorize phrase from Declaration of Independence.
 - f. Students will complete a Venn diagram comparing today's Fourth of July to the original Independence Day.
 - g. Students will continue adding to the revolutionary dictionary.
5. Evaluation/Assessment
 - a. Students will work in small groups to complete class biography of Thomas Jefferson.
 - b. Complete a Venn diagram comparing today's Fourth of July to the original Independence Day.

F. Lesson Six: Benjamin Franklin

1. Daily Objectives
 - a. Lesson Content
 - i. Benjamin Franklin
 - b. Concept Objectives
 - i. Develop a sense of historical empathy and see through the eyes of the people who were there.
 - ii. Understand cause and effect.
 - iii. Students will write about their own invention
2. Materials
 - a. *What's the Big Idea Benjamin Franklin?*
 - b. life size cut out of Benjamin Franklin
 - c. post-its
3. Key Vocabulary
 - a. apprentice
 - b. invention
 - c. almanac

- d. ambassador
- e. electricity
- 4. Procedures
 - a. Read *What's the Big Idea Benjamin Franklin?*
 - b. Students will work in groups to write a Benjamin Franklin flip book.
 - c. Play "pin the invention." See Appendix D.
 - d. Students will work in groups to design and write about their own invention.
 - e. Students will write a persuasive letter to convince France to help the Americans in the Revolution.
 - f. Students will memorize and write Benjamin Franklin quotes from *What Your First Grader Needs to Know*.
- 5. Evaluation/Assessment
 - a. Students will be evaluated on the finished Benjamin Franklin flip books.
 - b. Students will be evaluated on group participation.

G. Lesson Seven: Famous Women of American Revolution

- 1. Daily Objectives
 - a. Lesson Content
 - i. Deborah Sampson
 - ii. Phillis Wheatley
 - iii. Betsy Ross
 - b. Concept Objectives
 - i. Develop a sense of historical empathy and see through the eyes of the people who were there.
 - ii. Understand cause and effect.
 - c. Skill Objectives
 - i. Students will identify key women and their roles in the American Revolution.
- 2. Materials
 - a. paper sacks
 - b. puppet making materials
- 3. Key Vocabulary
 - a. wound
 - b. poet
 - c. slavery
 - d. Continental Congress
 - e. seamstress
 - f. tailor
- 4. Procedures
 - a. Read selections from the Core Knowledge book.
 - b. Students will design and color own flag.
 - c. Students will write a poem about the Revolutionary War.
 - d. Students will compare and contrast a woman's role, then and now, in society.
 - e. Students will make puppets and write puppet play for each woman.
- 5. Evaluation/Assessment

- a. Puppet play

VI. CULMINATING ACTIVITY

- A. Colonial Day - This culminating activity will be a fun way to end the unit on the American Revolution and to reinforce a sense of what life was like in Colonial times. For these activities you may want to enlist the aid of parent volunteers or support staff. A list of materials needed will be included with each activity. Set up several stations in the classroom. Divide students into groups that will rotate among the stations.
- B. Cooking - Have the students prepare dishes that would have been served in colonial times. The recipes that we used are from the book *Colonial Kids* by Laurie Carlson. During the Revolutionary War, children baked hardtack biscuits for the soldiers. This recipe is very much like the one used in colonial times. It will be hard as a rock if made correctly. Hasty pudding was not just part of the song "Yankee Doodle"; it was an actual dessert. See Appendix E for the recipes.
- C. Music - The children will sing songs from or about the Revolutionary War. We used the songs "Yankee Doodle," "Washington the Great," and "Wise Ben Franklin" from the book *Stories in Our World Anthology*. We also used "The Revolutionary Rap". See Appendix F.
- D. Art - Silhouettes were a popular art form in colonial times. You will need an overhead projector, black and white paper, and scissors for this project. See Appendix G. People used quill pens in colonial times. To make and use quill pens, you will need long bird feathers, scissors, and ink. See Appendix G. Most people in colonial times wore wigs. To make wigs, you will need panty hose, rubber bands, polyester quilt batting, glue, and ribbon. See Appendix G.
- E. Video - Students will watch the Disney movie *Johnny Tremain*.
- F. P.E. - Children in colonial times played some games that are very much like games we play today. For these games you will need hula hoops, wooden spoons or sticks, empty two liter bottles, and small playground balls. See Appendix H.

VII. HANDOUTS/WORKSHEETS

Appendix A

NAME THAT COLONY

Materials: large butcher paper
game pieces (pennies, blocks, etc.)

1. The teacher will draw and label a map of the 13 colonies on a large piece of butcher paper.
2. Each colony will be assigned a number value from 1-13.
3. Give each child 5 game pieces.
4. Have the children line up in front of the map. Each child will throw their five gamepieces onto the map. The children will add the number value of each colony the game piece lands on to determine their score. This activity can be done as a whole or small group activity.
5. The game continues until one student reaches 50 points.

Appendix B

TAX THE TEA

Materials: play money
tea bags or empty tea boxes

This is a role playing activity designed to help students understand the frustration the colonists felt over taxation as well as the king's motivation for imposing taxes. It can be done as a whole class or small group activity.

1. Give each student an equal amount of play money to spend for tea.
2. Have students buy as much tea as possible without a tax.
3. Choose one student in each group to play the role of king. The king may add any tax he chooses to the tea. Now have students purchase tea, paying the tax to the king. Continue the activity with students taking turns playing the role of the king.
4. Discuss with the students how much less they can buy with a tax added to the tea. Discuss how they felt when they made money from taxes when they were the king. Brainstorm ways the students could avoid paying taxes and ways the king could have spent the money he earned from taxes.

Appendix C

SEQUENCING

Materials: sentence strips

Write these sentences on the board or on sentence strips. The students will rewrite the sentences in sequential order.

1. King George III taxed the tea.
2. Colonists disguised themselves as Native Americans.
3. Colonists dumped the tea from the ships.
4. Colonists boycotted all British goods.
5. Colonists prepared for war.

Appendix D

PIN THE INVENTION ON BEN

Materials: large butcher paper
post-its
poster of Ben Franklin

1. After reading the book *What's the Big Idea Ben Franklin?* have the students list Franklin's inventions.
2. Pass out post-its and have students draw one invention on each post-it.
3. Draw an outline or profile of Benjamin Franklin's head on the large butcher paper.
4. Play Pin the Invention on Ben like Pin the Tail on the Donkey. Blindfold one child at a time and have them attempt to stick the post-its on Ben's head. The student who comes closest to the middle of Ben's forehead is the winner.

Appendix E

RECIPES

These recipes are adapted from the book *Colonial Kids* by Laurie Carlson.

Hardtack biscuits

Ingredients: 3 cups of flour

1 cup and 1 tablespoon of water

Preheat oven to 450. Mix water and flour to make the dough. Knead dough for about 10 minutes or until it is elastic like chewing gum. Roll out dough and cut in circles with the rim of a glass. Put the biscuits on a baking sheet. Prick with a fork. Bake for 7 minutes, then turn the oven to 350 and bake for 7-10 minutes. The biscuits should be hard as a rock.

Hasty pudding

Ingredients: 1 cup of yellow corn meal

4 cups of cold water

1/2 teaspoon of salt

butter

maple syrup

Mix the corn meal and 1 cup of water in a bowl. Put 3 cups of water in a saucepan. Add the salt and heat to boiling. Stir in the corn meal mixture slowly. Cook on low heat for 15 minutes, stirring occasionally. Top with maple syrup and butter.

Appendix F

REVOLUTIONARY RAP

The thirteen colonies in America
Were ruled by England's king.
The colonists were so happy
The king's praises they did sing.
Then he began to change things
That were not one bit funny.
He started to tax them
Which means they paid extra money.
As King George made new laws
New taxes he began to shout.
Many colonists became upset
And some even spoke out.
And that is when it happened
The king taxed the tea.
But it wasn't quite a tea party
This you will plainly see.
Some colonists boarded ships
On a cold day in December.
They dumped 250 chests of tea
This you must remember.
The Redcoats came from Britain
It was order they wanted to keep.
Colonists formed the minutemen
And kept watch to hear one peep.
Paul Revere was paying attention
To see how many lights shone.
When he saw the lights he leapt on his horse
And rode out all alone.
"The Redcoats are coming. The Redcoats are coming."
He began to warn.
Paul Revere was right
For the Redcoats arrived the next morn.
The shot heard round the world
Was not extremely loud.
It began a war that led
To a new nation that would be proud.
In 1776, American leaders met to sign
The Declaration of Independence
That gained freedom, yours and mine!

Appendix G

COLONIAL DAY ART

These art activities were adapted from the book *Colonial Kids* by Laurie Carlson.

Silhouettes

Materials: white paper
tape
overhead projector
black paper
scissors

The students work in partners to create silhouettes. Tape a piece of white paper to a wall. Have one child sit in front of the overhead projector where their profile is in shadow on the paper. Their partner will trace their silhouette carefully. Then have the children switch places so that each child has a silhouette. Next, each child takes their profile and cuts it out carefully. Place the profile on black paper.

Quill Pens

Materials: scissors
feather
ink

Use scissors to cut the quill of the feather at a slant. Students will dip the quills in ink to draw and write. Quill pens will need to be re-cut frequently.

Wigs

Materials: panty hose
rubber bands
quilt batting
ribbon or yarn
scissors
glue

Cut the legs off of a pair of panty hose. Fasten the ends with a rubber band. This will be the base of the wig. Have each child size the wig base to fit their head. Cut the batting into strips and glue onto the wig base. Tie the strips into ponytails with ribbon or yarn.

Appendix H

COLONIAL DAY P.E.

These activities were adapted from the book *Colonial Kids* by Laurie Carlson.

Hoop Roll

Materials: hula hoops

wooden spoon or stick

The students will roll hula hoops by controlling them with a wooden spoon or stick. This can be done as a relay race or just as an individual activity. Discuss that Colonial kids used metal hoops, not hula hoops.

Leap Frog

Students play in teams. The children kneel on the ground and the “frog” leaps over each child in the line. Then the last child in line becomes the “frog” and leaps over each child. The game continues until the team reaches the finish line. Discuss how this game might have been effected by the way children dressed in Colonial days.

Skittles

Materials: nine empty 2-liter bottles

small playground ball

Line up nine empty 2-liter plastic bottles in a 1-2-3-2-1 formation. Students will roll a small playground ball from a distance of up to 90 feet. Each student gets 10 turns. The student who knocks down the most pins wins the game.

VIII. BIBLIOGRAPHY

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