

# Revere, Redcoats and Revolution

**Grade Level:** Grade 1

**Presented by:** Heather Hanney and Susan Heath, R. N. Harris Magnet School, Durham, NC

**Length of Unit:** 9 lessons

## I. ABSTRACT

This unit takes a multiple intelligences approach to learning about the American Revolution. Students identify and locate the thirteen colonies, re-enact the Boston Tea Party and Paul Revere's ride. They compare and contrast the British and American flags and soldiers. After being unfairly "taxed" by the teacher, they write their own declaration of independence. The unit culminates in a patriotic "informance" featuring singing, re-enactment and sharing of knowledge.

## II. OVERVIEW

### A. Concept Objectives

1. The students will gain understanding of how the United States developed as a country.
2. The students will develop an awareness of place. There are reasons why events occur in certain places.
3. The students will develop an awareness of the relationship between a government and its people.

### B. Core Knowledge Content

1. Locate the original thirteen colonies
2. The Boston Tea Party
3. Paul Revere's ride
4. Minutemen and Redcoats
5. The Declaration of Independence
6. Legend of Betsy Ross and the flag
7. American flag
8. Yankee Doodle

### C. Skills

1. Alike and different
2. Basic geographic concepts: north, south, east, west, ocean, land, and continents
3. Examine relationships between people and their government
4. Basic economic concepts: taxation
5. Cause and effect
6. Retell a story through dramatization
7. Use detail in writing
8. Differentiate between legend and historical fact
9. Write complete sentences with appropriate punctuation

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Hirsch, E.D. Jr. What Your First Grader Needs to Know.
2. Penner, Lucille Recht. The Liberty Tree: The Beginning of the American Revolution.
3. [http://www.kidinfo.com/American\\_History/American\\_Revolution.html](http://www.kidinfo.com/American_History/American_Revolution.html)

### B. Students

1. Continents
2. Oceans
3. Early American settlements—Jamestown, Plymouth

#### IV. RESOURCES

- A. Herman, John. Red, White and Blue: The Story of the American Flag
- B. Hirsch, Jr., E. D. What Your First Grader Needs to Know (Revised Edition)
- C. Longfellow, Henry Wadsworth. Paul Revere's Ride
- D. Penner, Lucille Recht. The Liberty Tree: The Beginning of the American Revolution.

#### V. LESSONS

##### **Lesson One: The Thirteen Colonies**

- A. Objectives/Goals
  1. *Lesson Content:* the original thirteen colonies
  2. *Concept Objective:* The students will develop an awareness of place. The students will develop an understanding of how the United States developed as a country.
  3. *Skill Objective:*  
Students will identify and locate the original thirteen colonies on a map.  
Students will alphabetize words using the first, second and third letters of a word.
- B. Materials
  1. Large (Wall) map of United States
  2. Names of colonies written on sentence strips
  3. Student maps of thirteen colonies (Appendix A)
  4. What Your First Grader Needs to Know
  5. Words to "Thirteen Colonies Song" (Appendix B)
- C. Key Vocabulary
  1. Colony
  2. Names of colonies
- D. Procedures and Activities
  1. Teacher reads about the thirteen colonies in What Your First Grader Needs to Know page 158-160.
  2. Students locate colonies on wall map.
  3. Students color individual maps of the thirteen colonies.
  4. Students learn song naming the thirteen colonies. (May use as shared reading lesson). (Appendix B)
  5. Teacher lists colonies on board. Class reads names together. Erase.
  6. Teacher gives students who can name a colony a sentence strip with the name of that colony.
  7. Students with sentence strips stand at the front of the class. The remaining students direct those holding sentence strips until they are in alphabetical order.
- E. Evaluation/Assessment
  1. Teacher will evaluate participation in all activities.
  2. Teacher will assess students as they put the colonies in alphabetical order.
  2. Students will be challenged to name and locate all thirteen colonies.

##### **Lesson Two: Introduction to Taxes**

- A. Objectives/Goals
  1. *Lesson Content:* taxation
  2. *Concept Objectives:* The students will develop an awareness of the relationship between a government and its people.
  3. *Skill Objectives:*  
Students will define the word taxation.  
Students will name items taxed by the king.  
Students will identify taxation as a cause of the American Revolution.

- B. Materials
  - 1. The Liberty Tree: The Beginning of the American Revolution
  - 2. Fake money worksheet (Appendix C)
- C. Key Vocabulary
  - 1. Taxes
  - 2. King George
  - 3. Rebel
  - 4. Government
- D. Procedures and Activities
  - 1. Teacher reads “The Death Hand Stamp” and “Sneaky Taxes” in The Liberty Tree: The Beginning of the American Revolution.
  - 2. The teacher leads a discussion about taxation, focusing on why the king taxed the colonies.
  - 3. The students create a list of the items that King George taxed as a shared writing exercise.
  - 4. Students create their own tax money using the worksheet (Appendix C). This will be used to pay classroom taxes throughout the week. For example, one day the students may be taxed for milk at lunch, another day for misbehavior, etc. The final day of taxation should be extreme and random, i.e. for sitting down, for entering/exiting the room, etc.
  - 5. It is important that the students are taxed over a series of days so that they will have a frame of reference for writing their own Declaration of Independence. (See Lesson 6)
- E. Evaluation/Assessment
  - 1. The teacher will observe participation in the discussion about taxation.
  - 2. Students will be asked to write a list of items that King George taxed.

### **Lesson Three: The Boston Tea Party**

- A. Objectives/Goals
  - 1. *Lesson Content:* the Boston Tea party
  - 2. *Concept Objectives:* The students will gain an understanding of how the United States developed as a country. The students will develop an awareness of the relationship between a government and its people.
  - 3. *Skill Objectives:*
    - The students will describe the events of the Boston Tea Party.
    - The students will recall events in a story.
    - The students will dramatize a historic event.
- B. Materials
  - 1. The Liberty Tree: The Beginning of the American Revolution
  - 2. Tea, hot water, honey, sugar
  - 3. Assortment of tea bags
  - 4. Wall map of United States
  - 5. Tea party writing paper
- C. Key Vocabulary
  - 1. Harbor
  - 2. Boycott
  - 3. Mohawks
  - 4. Disguise
- D. Procedures and Activities
  - 1. The teacher reads “Rally, Mohawks!” on page 17 in The Liberty Tree.
  - 2. The students locate Boston on the wall map.
  - 3. The students re-enact the Tea Party in small groups, creating their own script.

4. The students write about the tea party using the tea party writing paper (Appendix D). (This activity would be suitable for a writing center.)
  5. The students will try various types of tea. They may compare them by taste, smell and appearance.
- E. Evaluation/Assessment
1. The teacher will observe the students' participation in all activities.
  2. The teacher will assess the accuracy and the inclusion of details from the story in both the re-enactment and writing.

**Lesson Four: Minutemen and Redcoats**

- A. Objectives/Goals
1. *Lesson Content:* minutemen and redcoats
  2. *Concept Objectives:* The students will gain an understanding of how the United States developed as a country. The students will develop an awareness of the relationship between a government and its people.
  3. *Skill Objectives:*  
Students will describe characteristics of minutemen and redcoats.  
Students will write a complete sentence using appropriate punctuation.
- B. Materials
1. The Liberty Tree: The Beginning of the American Revolution
  2. Writing paper
  3. Soldier pictures (Appendix E and F)
- C. Key Vocabulary
1. Minutemen
  2. Redcoats
  3. British
  4. Massachusetts
- D. Procedures and Activities
1. The teacher reads and discusses “Lobsterbacks” and “Country Bumpkins” from The Liberty Tree.
  2. Students participate in a shared writing activity listing the characteristics of a minuteman and a redcoat.
  3. Students will create riddles identifying a minuteman or a redcoat. For example: I am a farmer but if called to serve my country it doesn't take me long to arrive. Who am I?
  4. Students color and label picture of either a minuteman (Appendix E) or a redcoat (Appendix F) to be mounted with their riddle.
- E. Evaluation/Assessment
1. The teacher will assess completed riddle writing for appropriate punctuation and complete sentences.

**Lesson Five: Paul Revere's Ride**

- A. Objectives/Goals
1. *Lesson Content:* Paul Revere's ride
  2. *Concept Objectives:* The students will develop an awareness of the relationship between a government and its people.
  3. *Skill Objectives:*  
Students will listen to Paul Revere's Ride.  
Students will dramatize a poem.  
Students will recite the initial lines of a poem.
- B. Materials
1. Paul Revere's Ride
- C. Key Vocabulary
1. Silversmith

2. Lantern
  3. Man-of-war
  4. Liberty
- D. Procedures and Activities
1. The teacher reads Longfellow's Paul Revere's Ride.
  2. The teacher leads a discussion about the poem.
  3. Students will repeat the beginning lines of the poem after the teacher.
  4. Students will re-enact the story, selecting roles and positions around the room.
- E. Evaluation/Assessment
1. During the discussion about the poem, the teacher will assess students' comprehension.
  2. Teacher will assess student participation in all activities.
  3. Students will be asked to recite the first lines of the poem.

### **Lesson Six: The Declaration of Independence**

- A. Objectives/Goals
1. *Lesson Content:* the Declaration of Independence
  2. *Concept Objectives:* The students will gain an understanding of how the United States developed as a country. The students will develop an awareness of the relationship between a government and its people.
  3. *Skill Objectives:*  
Students will identify the causes and purpose of the Declaration of Independence.  
Students will create their own Declaration of Independence.  
Students will memorize the initial lines of the Declaration of Independence.  
Students will spell high frequency words correctly in their writing.
- B. Materials
1. The Liberty Tree
  2. What Your First Grader Needs to Know
- C. Key Vocabulary
1. Revolution
  2. Revolutionary War
  3. Declaration of Independence
  4. Thomas Jefferson
  5. Fourth of July
- D. Procedures and Activities
1. The students should have participated in several days' worth of "taxation" as described in Lesson 2. The final day should be the heaviest day of taxes.
  2. The teacher will read "The Declaration of Independence" in The Liberty Tree.
  3. Teacher and students will discuss background knowledge on taxes and the colonies.
  4. Through a shared writing activity, students will create a class Declaration of Independence based on their experiences with classroom taxes.
- E. Evaluation/Assessment
1. Teacher will assess participation throughout the shared writing activity.
  2. Students will correctly spell high frequency words during shared writing.

### **Lesson Seven: Betsy and the Flag**

- A. Objectives/Goals
1. *Lesson Content:* Betsy Ross and the American flag
  2. *Concept Objectives:* The students will gain an understanding of how the United States developed as a country. The students will develop an awareness of the relationship between a government and its people,
  3. *Skill Objectives:*  
Students will identify the elements of the American flag.  
Students will differentiate between legend and historical fact.

Students will define the role of Betsy Ross in American history.

- B. Materials
  - 1. Red, White and Blue: The Story of the American Flag
  - 2. Class set of copies of American flag (Enlarge Appendix G to ledger size).
  - 3. Small squares of tissue paper—red, white and blue
- C. Key Vocabulary
  - 1. Betsy Ross
  - 2. Legend
- D. Procedures and Activities
  - 1. Teacher reads Red, White and Blue: The Story of the American Flag to the class.
  - 2. The class discusses the story, focusing on the legend of Betsy Ross and why it is a legend.
  - 3. The students will decorate their American flags with crumpled tissue paper. Enlarging Appendix G to ledger size will give you a good size to use for the pattern for the flag. If students choose to use the “tissue paper around a pencil end” method this activity will take several hours.
- E. Evaluation/Assessment
  - 1. The teacher will assess student comprehension during the discussion of the book.
  - 2. The teacher may evaluate the effort and the attention to detail in the finished flags.

### **Lesson Eight: The American and the British Flag**

- A. Objectives/Goals
  - 1. *Lesson Content:* the American and British flag
  - 2. *Concept Objectives:* The students will gain an understanding of how the United States developed as a country. The students will develop an understanding of the relationship between a government and its people.
  - 3. *Skill Objectives:*
    - Students will compare and contrast the American and British flags.
    - Students will identify a flag as a symbol of a country.
    - Students will use a Venn Diagram.
    - Students will correctly spell high frequency words in writing.
- B. Materials
  - 1. 1 copy of each flag outline, colored appropriately (Appendix G and H) or actual American and British flags.
  - 2. Venn diagram on chart paper
  - 3. Words to “You’re a Grand Old Flag” on chart paper (Appendix I)
- C. Key Vocabulary
  - 1. American Flag
  - 2. British Flag
  - 3. Compare
  - 4. Contrast
  - 5. Venn diagram
- D. Procedures and Activities
  - 1. Students will discuss/review story Red, White and Blue: The Story of the American Flag
  - 2. Students will make predictions about the meaning of the words compare and contrast.
  - 3. During a shared writing activity, the class constructs a Venn diagram comparing and contrasting the American flag and the British flag. Use the two flag patterns to facilitate the discussion.
  - 4. Students learn the song “You’re a Grand Old Flag” (Appendix I).
- E. Evaluation/Assessment
  - 1. The teacher will observe student participation during compare/contrast activity.

2. The teacher will assess correct spelling of high frequency words during shared writing activity.

### **Lesson Nine: Yankee Doodle and the tricorn hat**

#### **A. Objectives/Goals**

1. *Lesson Content:* Yankee Doodle
2. *Concept Objectives:* The students will develop an understanding of the relationship between a government and its people.
3. *Skill Objectives:*  
The students will learn the song “Yankee Doodle”.  
The students will follow directions to make a tricorn hat.

#### **B. Materials**

1. Pattern for tricorn hats (Appendix J)
2. Construction paper
3. Scissors
4. Stapler
5. Feathers
6. Words to Yankee Doodle written on chart paper
7. What Your First Grader Needs to Know

#### **C. Key Vocabulary**

1. Tricorn hat
2. Yankee Doodle

#### **D. Procedures and Activities**

1. Sing Yankee Doodle with the students. (The teacher may choose to do a shared reading activity with the song). The teacher asks if anyone knows the story behind the song.
2. Read page 170 from What Your First Grader Needs to Know.
3. The teacher models a tricorn hat. Students trace three copies of the pattern, preferably on thicker paper (not copy paper). Staple pieces at corners to make a tricorn hat. A feather may be added.
4. Extension: Students may act out the song.

#### **E. Evaluation/Assessment**

1. The teacher evaluates comprehension and participation during discussion of the song and shared reading activity.

## **VI. CULMINATING ACTIVITY**

We finished our unit by having an “informance” about the Revolutionary War—part entertainment, part information. Students performed the songs “Yankee Doodle”, “You’re a Grand Old Flag” and “Thirteen Colonies Song”. In between songs, children shared information with the audience. A child dressed as Paul Revere shared the first lines of Longfellow’s poem. Another child dressed as Thomas Jefferson shared the beginning lines of the Declaration of Independence. Betsy Ross appeared to share “flag sewing tips” with the audience. One group of children performed a re-enactment of the Boston Tea Party.

## **VII. HANDOUTS—see attached**

## **VIII. BIBLIOGRAPHY**

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- I. Will You Sign Here, John Hancock? Putnam & Grosset, 1976.
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Appendix A



**Thirteen Colonies Song**

**sung to the tune of "If You're Happy And You Know It"**

**Thirteen Colonies began the USA(2 times)**

**There were all kinds of folks,**

**No one thought it was a joke.**

**Thirteen colonies began the USA.**

**Rhode Island was a colony,**

**Massachusetts was a colony,**

**Pennsylvania was one too,**

**We have more to share with you.**

**Thirteen colonies began the USA.**

**Delaware was a colony,**

**New Hampshire was a colony,**

**NC and SC were both colonies**

**Thirteen Colonies began the USA.**

**Georgia was a colony,**

**New York was a colony,**

**Maryland was one too,**

**We still need to name a few,**

**Thirteen colonies began the USA.**

**New Jersey was a colony,**

**Connecticut was a colony,**

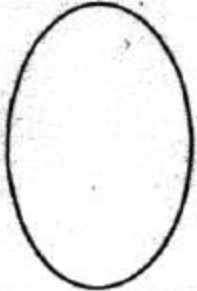
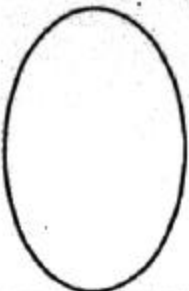
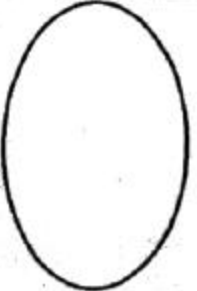
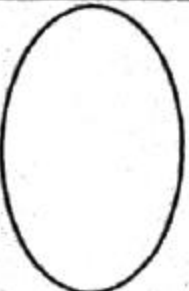
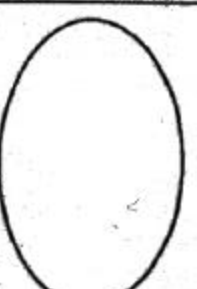
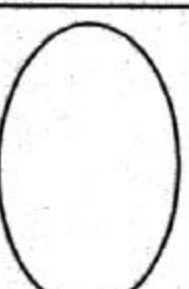
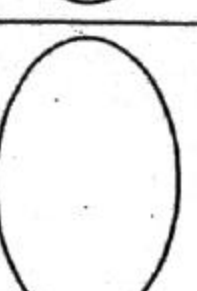



**Virginia is the last,**

**They really had a blast!**

**Thirteen colonies began the USA.**

**Words written by: Susan Heath and Heather Hanney**

Appendix C

**You're A Grand Old Flag**  
by George M. Cohan

You're a grand old flag,  
You're a high flying flag  
And forever in peace may you wave.  
You're the emblem of  
The land I love.  
The home of the free and the brave.  
Ev'ry heart beats true  
'neath the Red, White and Blue,  
Where there's never a boast or brag.  
Should auld acquaintance be forgot,  
Keep your eye on the grand old flag.

You're a grand old flag,  
You're a high flying flag  
And forever in peace may you wave.  
You're the emblem of  
The land I love.  
The home of the free and the brave.  
Ev'ry heart beats true  
'neath the Red, White and Blue,  
Where there's never a boast or brag.  
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