

# Rights and Freedoms

- Grade Level:** Fourth Grade  
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**Length of Unit:** Approximately three weeks

## I. RESOURCES

1. Avi. *The Fighting Ground*. Harper and Row, 1984.
2. Carratello, John and Patty. *Thematic Unit - The Revolutionary War*. Teacher Created Materials. 1991.
3. Fischer, Max W. *American History Simulations*. Teacher Created Materials. 1993.
4. Garraty, John. *The Story of America - Beginnings to 1877*. Holt, Rinehart and Winston, Inc., 1992.
5. Hirsch, E. D., Jr.. *What Your 4th Grader Needs to Know*. Doubleday, 1992.
6. Irving, Washington. "Rip Van Winkle." Friedell, David. Newton, N.J.: Schoolhouse Productions, Box 451, 07860.
7. Irving, Washington. "Rip Van Winkle." Adapted by Freya. Scholastic, Inc., 1991.
8. Longellow, Henry Wadsworth. "Paul Revere's Ride." Dutton Children's Books, 1990.
9. Pofahl, Jane. *Let Freedom Ring, The American Revolution*. T.S. Denison & Company, Inc.
10. Pofahl, Jane. *United States History - The American Revolution*. T.S. Denison & Co., Inc., 1994.
11. Purcell, L. E. and D. Burge. *The World Almanac of the American Revolution*. World Almanac, 1992.
12. Reuben, Gabriel. *How Documents Preserve Freedom*. Brenefic Press, 1964.
13. *The World Book Encyclopedia*. vols. 3, 5, 16. World Book, Inc., 1986.
14. *1776* (video) [available to rent] RCA/Columbia Pictures Home Video, 2901 West Alameda Ave., Burbank, CA 91505.

## II. OVERVIEW

### A. Expected Student Learning:

1. Students should develop an appreciation of our forefathers' struggles to gain the rights and freedoms we enjoy today by discovering the answers to these questions:
  - a. Who were the colonists?
  - b. What rights and freedoms did the colonists desire?
  - c. How did the colonists win their rights and freedoms through the American Revolution?
2. Students will develop further their knowledge of the geography of the New World at that time.
3. Students will gain a greater understanding of colonial life through literature.

4. Students will improve problem solving skills while working math problems related to subject matter being studied.
5. Students will increase their knowledge of weather and understand how weather conditions may have affected our country's history in its struggle for rights and freedoms.
6. Students will gain a greater appreciation of our country's history through the use of music and art.
7. Students will research and study important historical figures of the time who led the fight for our rights and freedoms.

B. Abstract:

Our goal was to teach the American Revolution as a struggle for rights and freedoms. In order to do this, we developed and built background knowledge prior to the actual revolution and then went into the war itself. While this is basically a literature/social studies unit, where possible, we have incorporated some math, science, fine arts, and music.

### III. BACKGROUND KNOWLEDGE FOR THE TEACHER

A. Topic: How are our rights and freedoms central to our national identity?

B. Concept (Ethical)

Understand that the ideas people profess affect their behavior. Understand the connection between ideas and actions, ideology and policy, and policy and practice.

C. Concept (Historical)

Understand cause and effect. Historical events usually have multiple causes and multiple effects, some of which are not recognized until long after the event occurs.

D. Background Knowledge

1. The Colonists (review from third grade):

The colonial period began in 1607 with the settlement of Jamestown and ended with the Revolutionary War in 1775. Most of the colonists were English but there were also many Dutch, French, German, Scotch-Irish, and Swede colonists. The colonists all brought to America different customs and religious beliefs but shared a common goal, they were unhappy in the Old World and were hoping to make life better in the New World. When the colonists made America their homeland, they learned to work hard and to work together in order to survive. They established churches, schools and local governments. Even though they suffered many hardships, the colonists knew they had better living conditions and more freedom than any other people in the world. This is what they came to America for and these new found rights and freedoms were what they were willing to fight for. Through their settlements they created the 13 colonies which became the United States.

## 2. Desired Rights and Freedoms:

Many of the settlers who came to the New World could not find work in Europe. In America there was work for everyone and they could do whatever kind of work they felt most suited for. Other settlers came because they saw an opportunity to worship in whatever manner they chose. Many of these settlers came to the New World to escape religious persecution because of their religious beliefs. These groups included the Puritans, Quakers, Roman Catholics, Huguenots, and Jews. Many settlers came because they were offered land free or at very low cost. Owning property gave people a sense of independence and the promise of a brighter future for their children. However, even with the development of local governments, the leaders of the colonial villages and towns did not enjoy the respect or power the members of the British aristocracy had. The colonies were still controlled by Britain. This control brought growing resentment from the colonists. At first British officials were fairly lax in enforcing laws so the colonists did not bitterly resent their control. It was not until the British decided to maintain an army in the New World and tax the colonists heavily to support them that resentment reached a climax. "No taxation without representation" became the cry of the colonists who had asked for ten years to have a larger role in making decisions that affected them, especially in the area of taxation.

When Parliament passed a law stating it had the right to legislate for the colonies in all manners, angry colonists boarded British ships in Boston Harbor and dumped their cargoes of tea overboard in a protest to the Stamp Act which taxed tea coming in to the colonies. In 1774, delegates from all the colonies except Georgia met in Philadelphia at the First Continental Congress to adopt an agreement which bound the colonists not to trade with Britain or use British goods. Britain held to its policies and a Second Continental Congress was called in 1775. From here the independence movement grew rapidly. Thomas Paine spurred the movement on with his pamphlet *Common Sense*. On June 10, 1776, Congress appointed a committee to write a declaration of independence for the delegates to consider. Thomas Jefferson presented his draft to the Congress on July 2, 1776. A few passages condemning King George for encouraging slave trade were removed and a few others were changed dealing with style. On July 4, 1776, Congress adopted the final draft of the Declaration of Independence. This document expressed the thoughts of all patriot colonials.

## 3. American Revolution

The British military forces included the regulars or the redcoats, the Loyalists or Tories (colonists who favored Britain), hired soldiers from other countries (Hessians from Germany), and the Indian tribes particularly the Cherokee. The fighting forces of the patriots were made up of militiamen and volunteers in the Continental Army and the *minutemen* who were militiamen ready to fight at a moments notice. The weapons of the war included rifles, muskets, and cannons. Both troops would mass in close and fire volleys by platoons.

The battlefield went from Quebec to Florida and from the Atlantic Coast to as far as what is now southwestern Illinois. The strategy of the British army was to strike quickly and overrun New England cutting it off from the other colonies. Their goal was to claim naval bases in the New England colonies and control the Atlantic Coast with their sea power. At first the colonists dealt with the British threats. Then they fought to drive the British completely out. In most battles the patriots outnumbered the British but they were not as well trained or as disciplined.

On April 18, 1775, the redcoats were ordered to destroy the patriots' supply depot at Concord, MA. This was to be a secret move but was found out by Dr. Joseph Warren who sent Paul Revere and William Dawes on their famous ride to warn the patriots of the British plans. The first shots of the war were fired at Lexington. The British then marched on and destroyed the military supplies in Concord. Minutemen opposed their advance but the shots fired at Lexington had brought out many of the colonists, farmers; businessmen, mechanics, merchants, and planters to join the cause of liberty, forcing the British to withdraw to Boston. In Boston, the British were attacked by New England militia. The patriots bombarded the redcoats from a hill overlooking the city. They intended to fortify Bunker Hill but moved close to Boston and occupied Breed's Hill. The British, a month later, tried to drive the patriots away from the hill. The British mounted three charges against the patriots, before the patriots were forced to flee.

In the Battle of Saratoga the British were defeated by a growing American army. Although the British leader Burgoyne, had about 8,500 men he dared not make a frontal attack against the patriots who were entrenched in lines stretching into the woods at Bemis Heights north of Albany. He made several attempts but was finally forced to retreat and found himself surrounded by an American army. He agreed to the terms presented to him by Maj. Gen. Gates at Saratoga and about 5,000 British troops laid down their arms. This defeat brought two effects. First it convinced the British they must make concessions to the patriots and more importantly it proved to the French the Americans could win this war and; therefore, they entered the war to help the patriots.

The end of the war came with the Battle at Yorktown and the surrender of Cornwallis. Cornwallis wanted to make Yorktown, VA. his base. George Washington was ready to attack New York when he heard a fleet of French ships was headed for Chesapeake Bay. The French Lieutenants General Jean de Rochambeau, in command of French troops in America, put his men under Washington's command. Now a combined army of patriots and French soldiers headed for Virginia. Washington's army surrounded Yorktown and began attacking and French ships sealed off the bay. Cornwallis was forced to surrender. (Adapted from World Book Encyclopedia, vol. 16, pgs. 252-268, copyright 1986, U.S.A. by World Book, Inc.)

#### **IV. LESSONS**

##### **Days 1 and 2**

A. Objectives: Review and build background knowledge of the 13 colonies.  
(Skills: mapping, sequencing, and problem solving)

##### **B. Materials:**

- \* U.S. Flag
- \* World Globe
- \* Map of 13 colonies
- \* Rip Van Winkle (See Resources) This story will also be produced as a play as the unit progresses.
- \* Manila paper for use in eight page picture booklet
- \* Word strip saying "Birds of a Feather Flock Together" for "sayings" bulletin board
- \* Dough recipe and ingredients:

2 c. flour  
1 c. salt  
water  
2 T. vegetable oil (optional)  
food coloring or tempera paint  
Elmer's Glue

Mix the ingredients. Add oil unless you want the dough artwork to harden. Add the water gradually to get the consistency desired.

Mix equal parts of Elmer's glue, flour and cornstarch to get a moldable dough that hardens without baking. (Note: 1/4 c. results in yield of about tennis ball size). Mix and knead till well blended. If mixture is too dry, add drop or two of glue; if too moist, sprinkle with flour and cornstarch, a little at a time. Glue-Dough will keep for weeks in a tightly closed plastic bag.

- \* Cardboard pieces as needed.
- \* Chart paper
- \* Markers and tempera paints for relief map

C. Background Information for the teacher:

The teacher should be familiar with the location of the 13 colonies. Most encyclopedias have this information.

The colonies are generally grouped by location. The Northern or New England Colonies were among the first settled, chiefly for religious reasons. They included Connecticut, Massachusetts, New Hampshire, and Rhode Island. Most of the New Englanders lived in villages and had small farms. The climate was too cold and the soil too rocky for farming so lumbering and fishing were the main economic activities in the New England Colonies.

The Middle Colonies were Delaware, New Jersey, New York, and Pennsylvania. The climate favored farming of wheat and other grains. The harbors of this area were conducive to shipping so businesses began to develop in the Middle Colonies.

The Southern Colonies were Georgia, Maryland, North Carolina, South Carolina and Virginia. The warm climate and rich soil of the south were well suited for growing tobacco and rice. Life in the Southern Colonies developed chiefly on plantations.

(Adapted from *The World Book Encyclopedia*, see Resources)

"Rip Van Winkle", written in 1819-1820, is a very appropriate story to introduce at this time because it begins when New York was a colony. For example, when Rip fell asleep King George's picture is on the door at the Inn, when he returned 20 years later he finds George Washington's picture there instead.

D. Procedures:

1. Showing the U.S. Flag, ask what the 13 stripes on the U.S. Flag represent and discuss the 13 colonies.
2. Using a world globe, indicate where England is and, using the background information above, review with the students why the colonists came to the New World emphasizing their desire for rights and freedoms. Create a KWL chart (What they know about the 13 colonies, what they want to know about the 13 colonies and what they learn). Leave space to fill in the information they learned. The students will fill any information they learn in the "L" column.
3. Teacher and class brainstorm to create a mnemonic device to help them remember the names of the 13 colonies. For example a mnemonic device to remember the Northern Colonies could be: Connie (Connecticut) went to Mass (Massachusetts) with her new hamster (New Hampshire) she bought in Rhode Island. This mnemonic helps them to remember also that the Northern Colonies were settled for religious reasons.
4. The following activity could be a cooperative group learning activity or a whole class activity. The teacher has prepared an outline of the Northeastern United States on heavy cardboard for each of the cooperative groups or the whole class. This will be the start of a relief map of the 13 colonies. Review the mnemonic device. Using a dough mixture of your choice (see recipe on previous page) students create a flat relief map making indentions to form the state outlines of the 13 colonies. Students may then paint the states according to the Northern, Middle and Southern Colonies and label them with permanent marker when you are sure they are correct. Remember to make it thin enough to eventually be able to add mountains and other land forms.
5. Locate the Catskill Mountains on a map and discuss the fact "Rip Van Winkle" takes place in these mountains. (Refer to pg. 73 in *What Your Fourth Grader Needs to Know*) Talk about the saying "Birds of a feather flock together", and encourage the students to look for the meaning of this saying as they read the story, "Rip Van Winkle". Place this strip on a "sayings" bulletin board which will be an ongoing Core Knowledge activity for the year. Discuss what struggles for rights and freedoms the students found in the story of "Rip Van Winkle".

For example you might ask:

- a. Did Dame Van Winkle have the right to treat Rip the way she did?
  - b. Did Rip have the right to retreat to the mountains?
  - c. What price did Rip pay for the freedom from his wife?
6. Review sequencing. Begin to make an eight page booklet about "Rip Van Winkle" that includes a title page, six story events drawn in sequence and the students evaluation of the story.
  7. Students create 5 addition or subtraction word problems using the number 13 in the problem or the answer.

E. Evaluation/Activity.

1. Map will be assessed by correct labeling.
2. Sequencing booklets will be assessed by the correct sequence of the pictures.
3. Story problems will be assessed by the workability of the problems.

### Days 3 and 4

A. Objective: Expand knowledge of geography of the 13 colonies and build an understanding of the time period. Map skills, such as reading longitude and latitude coordinates will be utilized as well as numeric coordinates on a number line (timeline).

B. Materials:

- \* Transparency - class seating arrangement with grid
- \* Transparency - NE United States map (longitude and latitude)
- \* Copies of same map for individual use
- \* Dough recipe and ingredients
- \* Transparency of important dates and events shown in background information
- \* Timeline word problem worksheets prepared by teacher
- \* Relief map from day 1
- \* Timeline information source of your choice
- \* "Rip Van Winkle" play (See Resources)

C. Background Information for the Teacher:

Refer to map of Northeastern United States. Early colonial development from 1607 to 1760 highlights and interesting facts can be used to develop answers to the question, "Who were the colonists?"

A few to consider are:

- 1607 - Jamestown founded
- 1612 - Method for curing tobacco by John Rolfe
- 1619 - Englishwomen came to Virginia in large numbers
- 1622 - Jamestown colonists wiped out
- 1623 - Settlement begins in New Hampshire
- 1630 - Puritan "Great Migration" to Massachusetts
- 1642 - First public school system founded, Massachusetts
- 1650 - The Tenth Muse, Anne Dudley Bradstreet, first collection of poetry from colonial America
- 1690 - Benjamin Harris publishes first American newspaper
- 1701 - Detroit founded by Cadillac
- 1716 - First theater in America built in Williamsburg
- 1721 - Smallpox inoculation begins in Boston
- 1730 - Long rifle developed in Pennsylvania
- 1733 - Molasses Act restricts colonial trade
- 1752 - First general hospital opens in Philadelphia

D. Procedures:

1. Display a transparency of the seating arrangement of your room on which a grid has been placed. Label the grid and ask if you wanted to describe to someone the exact place "Johnny" is sitting, what "coordinates" could you use to locate "Johnny" on the seating chart. Now display transparency of the Northeastern United States with latitude and longitude. Using a globe, teacher refers to how these "parallels" and "meridians" have been numbered. Cooperative groups drill each other on the proficiency of this skill using individual copies of same map used in the transparency and devise 3 points of interest in the colonies for another cooperative group to locate and give the coordinates.

2. Review the mnemonic device from Day 1. Students are to identify on their relief map started on Day 1 (dough mixture will have to be made to add mountains): Catskill Mountains, Appalachian Mountains, Atlantic Ocean, Delaware River, St. Lawrence River, Ohio River, Mississippi River, James River, York River, Chesapeake Bay and the Great Lakes. Students may paint the bodies of water blue. Use permanent markers to label after you have painted and you are sure they are correct. This relief map will be used in upcoming lessons.
3. Review reading of "Rip Van Winkle". What lesson did we learn? Ask if anyone has ever seen a play. What happens in a play? What is different in a play versus a story? A movie? Introduce the play "Rip Van Winkle" and read it. Arrange time for students to try out for parts. Enlist the aid of your Music Specialist for songs included in the play. Time will need to be set aside for practice over the next 10 days for this culminating activity.
4. Using a transparency, teacher should give students an overview of important dates and times in the settlement of the colonies. (See background information) Then randomly pass out small construction paper footprints on which important dates and events have been printed. Tell the students these footprints represent the colonists' steps to gain their rights and freedoms. Have the students create a timeline (across the blackboard, in the hall, on the floor, etc.), by placing the footprints in chronological order. Students then solve word problems using the information from the timeline. For example: How many years after the Jamestown Colony was wiped out did a settlement begin in New Hampshire? As a follow-up activity the students could write their own story problems to ask the class using the timeline.

E. Evaluation:

1. To assess longitude and latitude reading skills, students must correctly identify the coordinates of three points of interest.
2. A rubric is used to assess students' ability to cooperate and transfer information from a one dimensional plane to a three dimensional object:
  - Did student cooperate?
  - Did student participate?
  - Did student accurately label relief map?
  - Did student's relief map show height and depth?
3. Problem solving skills can be assessed with the student correctly completing word problems. Mastery should be determined by the guide lines of your district.



## Days 5 and 6

A. Objective: To understand the feelings of the colonists regarding taxation without representation.

B. Materials:

\*M & M's

\*The King's M & M's game instructions (*American History Simulations*, see Resources)

\*"Yankee Doodle" lyrics (see *What Your Fourth Grader Needs to Know*)

\*Wax paper and small combs to make kazoos (if desired)

C. Background Information for the Teacher:

In order to play the King's M & M's you will need a copy of the procedures which are found in *American History Simulations*. (See Resources)

Information will be needed on the events leading up to the Declaration of Independence such as the Boston Tea Party, the Boston Massacre, and "Common Sense". Here is a short synopsis as found in *United States History, The American Revolution* (See Resources). In 1768 King George of England sent soldiers to the colonies. He was unhappy with the colonists because they were smuggling goods to avoid paying taxes on products such as lead, glass, paper, paint, wine and tea. The colonists resented the presence of the soldiers because of the soldier's freedom to demand entry into their homes in search for food and lodging. Colonists paid heavy taxes to the British government without having any say about the laws. "No taxation without representation" became the colonists' cry. Even though King George III tried to pacify colonists by ordering some of the soldiers to return to England, outcries continued. On March 5, 1770, what started as a group of school boys teasing and tossing snowballs at a British guard ended as the Boston Massacre. Five colonists were killed and many were wounded, among whom was the first black hero of the American Revolution, Crispus Attucks. It was Samuel Adams who labeled the incident a massacre and created anti-British sentiments. Events leading up to the Boston Tea Party were as follows: The fondness of tea was used as a way to increase British revenue by placing a tax on the tea. This sales tax prompted colonists to grow their own tea or smuggle it from other countries. By lowering the price of tea, the British government hoped the lower tax would appease the colonists and they would not resent "taxation without representation". On December 16, 1773, in Old South Church (Boston) Samuel Adams and hundreds of colonists decided to protest the tax on tea after trying to get the Governor to send a shipment of tea back to England. Fifty men disguised as Mohawk Indians marched in twos to the Boston Harbor and boarded the British ships the Dartmouth, the Beaver and the Eleanor. The Mohawks methodically threw the cargo of tea into the harbor without damaging any property. They then proceeded to clean up the ship leaving it exactly as they had found it, except for the tea. Replacement of a broke lock was even arranged the next day. This was to be only a protest, not vandalism or theft. The Mohawks left the ship to the tune of "Yankee Doodle Dandy". Thomas Paine wrote a popular pamphlet called "Common Sense" in 1776. It argued that it was just plain common sense for the colonists to break away from Great Britain and become a nation.

#### D. Procedure:

1. Teacher shares (direct teach) background information required to assure that students understand colonist growing resentment towards King George III and the British government, especially taxation without representation. (See Background Information above) Teach lyrics of "Yankee Doodle" to class and sing. (See *What Your Fourth Grader Needs to Know* pg. 175) Make kazoos by covering combs with wax paper for background accompaniment if desired.
2. Play the King's M & M's (see Resource) - each student is given 10 candies and will use these candies to pay taxes on items such as wearing jeans, glasses, jewelry, running shoes, and possessing pens. Roles of King, Parliament, and Tax Collector have been designated. When taxes are collected the Tax Collector, Parliament, and King received 10%, 50% (funds for running the Empire), and 40% respectively. After all taxes have been paid, discuss. How did the class feel about the taxes and what was taxed? Relate this back to the colonists and their cries of No taxation without representation.
3. Review letter writing skills and elements of persuasion. Students write persuasive letters to King George III. This letter should focus on the unfairness of being taxed without having any input into how the laws are made. Point out that colonists were not allowed to have representatives in Parliament.
4. People throughout the colonies learned about the Boston massacre from posters illustrated by Samuel Adams' friend, Paul Revere. Pretend you are Paul Revere and make a poster to excite the colonists after the Boston Massacre.
5. Practice play "Rip Van Winkle".

#### E. Evaluation:

1. Teacher observation of class discussion will be used to assess students grasp of the feelings of the colonists regarding taxation without representation.
2. Persuasive letters will be assessed according to holistic standards used by your district.
3. Teacher will assess creativity and following directions for Boston Massacre poster.

#### Days 7 and 8

A. Objective: To recognize that the Declaration of Independence states our rights and freedoms.

#### B. Materials:

- \*Copy of Declaration of Independence (this can be found in *World Book Encyclopedia*, vol. 5, see Resources)
- \*Student copies of Declaration of Independence
- \*3 highlighting markers: red, blue, green
- \*1776 video (We strongly recommend you preview this movie before showing it to your class. Although this movie has a "G" rating some of the language and situations are highly questionable for children. However, it is historically excellent. Perhaps parts of it could be used in your classroom. It can be obtained from most video rental stores.)

### C. Background Information for the Teacher:

It is important to remember that some documents preserve freedoms. The Declaration of Independence is such a document. Five important ideas found in the Declaration of Independence are:

1. The main purpose of government is to protect human rights.
2. Governments get their power from the consent of the people.
3. When a government fails to protect rights or takes them away from people, the people have the right to change or abolish the government and form a new one.
4. Armies should be controlled by the government; they should not be able to control the government.
5. People should not have to pay taxes unless they have representatives in the governing body that makes taxes. (Adapted from *How Documents Preserve Freedom*, see Resources)

The Declaration includes an introduction (first paragraph) and three sections. The first section declares the rights of the citizens of the United States. "We hold these truths to be self-evident..." The second section states the wrongs done by Britain against the United States (namely King George). This section starts "Such has been the patient sufferance of these colonies..." The Declaration of Independence ends with a section stating freedom and independence from Britain. (Adapted from *United States History - American Revolution*, see Resources)

### D. Procedures:

1. Students watch selected portions of the musical video, *1776*, about the signing of the Declaration of Independence. Discuss what events lead up to 1776 and why the document was important.
2. Copy of the Declaration of Independence should be displayed in the room. Teacher points out the three sections as given in background knowledge above. On students own copy of Declaration of Independence have them highlight the three sections using three different colors. Point out main idea of each section. Read paragraphs 2 and 3 ("We hold...") and clarify meaning for students. Students are to memorize these two paragraphs to recite at culminating activity.
3. In cooperative groups, students compose their own Declaration of Independence in which they declare themselves free from some personal tyranny. Students should create a rough draft and edit before copying it onto brown bag or paper which can be crinkled to appear aged.
4. Practice "Rip Van Winkle" play.

### E. Evaluation:

1. One right and/or freedom shall be present in students' Declaration of Independence. To assess, check for understanding that a Declaration of Independence states rights and freedoms.

## Days 9 and 10

- A. Objectives: To learn the cause and effect of the battles of the Revolution through the use of map interpretation, dramatics, descriptive writing and creating equations from math formulas.
- B. Materials:
- \* Massachusetts road map transparency covering the area of Paul Revere's ride from Boston to Lexington. (See procedure 2 below)
  - \* Construction paper for cannon mobile (See copy of cannon Appendix A)
  - \* Print of "Washington Crossing the Delaware" (See pg. 169 *What Your Fourth Grader Needs to Know* if print is not available)
  - \* Chart paper for war web
  - \* Book - *The Fighting Ground*, Avi., 157 pgs., (Harper & Row, 1984) (This easy to read book is a detailed account of the twenty-four hours that Jonathan, a thirteen-year-old boy, experiences as a soldier. It is his story of war and the internal and external battles he faces. By the end of the book Jonathan is no longer sure whose side he is on. This excellent book gives a realistic view of how war was and can be for anyone who experiences it.)
  - \* Relief Map
  - \* "Paul Revere's Ride" by H.W. Longfellow
  - \* Video camera to tape weather reports made by the students
  - \* Clay for cannon relief map markers (optional)

### C. Background Information for the Teacher:

The first battles of the war were fought at the towns of Lexington and Concord, Massachusetts. On April 19, 1775, more than 2,000 British soldiers tried to destroy American ammunition supplies in Concord. They were stopped at Lexington by colonial Minutemen and the gunfire became known as the "shot heard 'round the world" starting the Revolutionary War.

The Battle of Bunker Hill was fought on Breed's Hill because the colonial Minutemen wanted to mount cannons on top of Bunker and Breed Hill. They were defeated but it was considered a victory for the patriots because nearly 1,100 British were killed in the fighting.

The Battle of Trenton, New Jersey was fought on December 26, 1776. General George Washington was trapped with his 2,400 troops in an icy inlet of the Delaware River. In a daring move, Washington moved his troops by night across the Delaware River in small boats on a surprise attack of the sleeping British and Hessian (German) soldiers.

The turning point of the War was at Saratoga, New York in October of 1777. British General "Gentleman" Johnny Burgoyne was defeated by General Benedict Arnold. This victory at Saratoga convinced the French, the American armies could win the war and they joined the fight against Britain.

The final battle of the Revolution was at Yorktown, Virginia from September 28 to October 19, 1781. Lord Cornwallis stationed his men on the peninsula at Yorktown. Early in September, French battleships defeated the British fleet in Chesapeake Bay. General Washington's troops and French General Rochambeau's troops trapped Cornwallis on the peninsula with no way to escape. On October 19, Cornwallis surrendered to Washington, and the American Revolution was over. (Adapted from *Let Freedom Ring. The American Revolution*, see Resources.)

#### D. Procedures:

1. Tell the class today we will begin our study of the battles of the Revolution. One of the men who helped the colonists in their struggles for rights and freedoms was Paul Revere. We've already mentioned him as the person who made posters depicting the Boston Massacre. Begin reading the "Midnight Ride of Paul Revere" and discuss his contribution to the Revolution. (The class will read this poem as a choral reading at the culminating event so continued practice will be necessary)
2. Review distance, rate and time demonstrating the following formula: distance divided by rate=time. Using your transparency of the road map of Massachusetts, discuss what it would be like if Paul Revere were to make his ride from Boston to Lexington on the roads that are available today. Have the students determine the shortest route from Boston to Lexington using the road map. Compute this distance and then have the students use the formula: distance divided by rate=time, to find how long it would take in a car driving 55 mph, on a horse traveling 12 mph, in a horse and buggy traveling 18 mph, etc. (There is a good example of this activity in *Thematic Unit, Revolutionary War*, see Resources) The use of manipulatives could be applied here very effectively to teach and review the concept of division if the students are not familiar with it. Adjust the numbers to fit your purpose.
3. Brainstorm with the students, creating a war web, what they think war is, what war means to them and how do they feel about war. Teach, using the background information, the battles of the Revolutionary War emphasizing cause and effect. The students will then make a mobile to hang from the ceiling of the major Revolutionary War battles using construction paper cannons to write their information on and hang in correct chronological order. An example of a web and a cannon are attached.
4. Review the mnemonic of the 13 colonies. The students will indicate on their relief map the location of the battle at Lexington and Concord, the Battle of Bunker Hill, the Battle of Trenton, the Battle at Saratoga, and the Battle at Yorktown. An idea for markers might be clay cannons made by the students to place on the map.
5. Discuss with the students what they do hour by hour during a day in their lives. Encourage them to think of the cause and effect of what they do and the rights and freedoms they enjoy. Introduce the saying "Seeing is believing" (pg. 77 *What Your Fourth Grader Needs to Know*), to be placed on the "sayings" bulletin board. Throughout the reading of *The Fighting Ground*, ask the students to see how this relates to the story. If your discussions have not already included Tories (colonists who were still loyal to England), Hessians (German soldiers hired by the British to fight against the colonists), and johnnycakes (a type of bread during and after the time of the Revolutionary War. It "journeyed" well and this "journeycake" became known as "johnnycake". It was often carried in the packs of soldiers), these terms are introduced in this book and will give the students an even broader knowledge of the war. After reading a portion of the book, call attention to the hour by hour detailed descriptions presented in the story. Assign the students the task of writing down, using detail, what they did hour by hour from 5 p.m. to 8:30 p.m. that evening just as this book does.

6. Using a print of the painting *Washington Crossing the Delaware*, discuss how weather may have affected the patriots and the battles of the Revolutionary War. Brainstorm weather conditions with the students and begin to teach students about cold and warm fronts. Students will start to write a weather report for the colonists telling them about the weather the day before a battle of the war and informing them what effect the weather could have on this battle. The students can write a weather report, about any type of weather you have been learning about. These weather reports will be edited and presented later as a videotaped weather cast to be viewed at the culminating activity.
7. Continue practice for the play.

E. Evaluation/Activity:

1. Math will be assessed by correctly reading the map and answering the story problems.
2. Map will be assessed by correct labeling.
3. Mobiles will be assessed by correct dates and information on each cannon and placing the cannons in correct chronological order.
4. Weather reports will be assessed partially on the knowledge of cold and warm fronts exhibited in the reports and the presentation of the material by the student.

**Days 11 and 12**

A. Objectives: Compare and contrast the Continental and British Armies of the American Revolution and research the important characters of the American Revolution.

B. Materials:

- \* Word strips with weather sayings on them to be placed on "sayings" bulletin board:
  - When the bees stay near the hive, rain is close by.
  - Flies will swarm before a storm.
  - A cow's tail to the west is weather coming at its best, a cow's tail to the east is weather coming at its least.
- \* Pictures of a Continental soldier and a British soldier (*World Book Encyclopedia*, vol. 16, copyright, 1986, pgs. 252-269)
- \* Chart paper to create an army web for a focus activity
- \* Paper doll to dress following research activity of an important Revolutionary War figure. These projects will be displayed at the culminating activity.
- \* Materials for weather vane project:
  - coat hanger for each group
  - aluminum foil
  - tape
  - each group will need a pint size plastic tub packed with sand and a snap on lid

### C. Background Information for the Teacher:

You will need to obtain information about the important people listed in procedure 3. Any encyclopedia is an excellent resource.

#### American Army:

At the onset of the war there were no American uniforms. Nearly all the men wore their ordinary outdoor clothing. Later some of the officers did have uniforms. Although officers are pictured often in gray and tan, the continental Army was encouraged to wear brown.

When Washington took over as Commander-in-Chief there was no real American army. There were only small, local militia units that had volunteered to fight together. Most units had elected their own officers. These officers were treated as equals rather than superiors. There was little discipline. Soldiers who were found drunk were whipped. Washington began appointing officers rather than letting them be elected by their peers. He chose mostly men like himself from the upper classes of society to be officers. He believed that ordinary men would obey their "betters" more readily than people of their own level.

Most of the soldiers used muskets, a weapon that had a murderous effect at a range of less than 50 yards (46 meters). Over 50 yards away muskets were wildly inaccurate.

Military units from the Southern Colonies sometimes used "Pennsylvania rifles." These rifles had grooved barrels which set a bullet spinning when fired. They were accurate at 15 yards (135 meters) or more. These rifles were greatly feared by the British and were used effectively by the Americans in sniper attacks.

Both Pennsylvania rifles and muskets were slow and cumbersome to load. Gunpowder had to be poured down the barrel. It was difficult and dangerous for a soldier to reload these weapons while moving or being fired upon.

Gunpowder was often scarce. Some soldiers had only spears for weapons.

#### British Army:

The generals in the British Army were members of the aristocracy. Sometimes they were even members of Parliament.

Officers of lower rank bought their commissions for a very high price. This meant that only wealthy men could hope to be officers.

Soldiers were mostly from the bottom of society. They were often criminals who were allowed to enlist rather than go to jail. Discipline was fierce. For example, a soldier who was convicted of punching an officer was sentenced to receive 800 lashes with a cat-o'-nine tails. There were also slaves who fought with the British for a promise of freedom.

The main weapon used by the British was a musket. It was similar to the one used by the colonists but it was heavier and also had a bayonet on the end. Soldiers leveled their muskets before firing but really did not try to aim. If a whole line of soldiers fired at the same time some damage would be done. The smoke caused by the exploding gunpowder allowed the soldiers to move forward and get close to the enemy. The object was to get close enough to the opponent to fight him with the bayonet. The British wore bright red uniforms. They were easily seen but with the inaccurate muskets of the day, what the men wore made little difference. Although enlisted men were treated harshly, the British army was excellent. Perhaps the typical soldier took pride in his ability to withstand the hard life he had to lead.

#### Weather Vanes:

A weather vane is a device that turns freely on an upright rod and points in the direction the wind comes from. The part of the vane that turns into the wind is usually shaped like an arrow. The other end is wide so it can catch the smallest breeze. The breeze turns the arrow until it catches both sides of the wide end equally so the arrow always points in the direction of the wind. Below the arrow is a round plate which has the directions marked. Weather stations use vanes that have electrical connections which record and display wind direction in a room far from the vane itself. (Adapted from *World Book Encyclopedia*)

#### D. Procedures:

1. As a focus, brainstorm a web about armies discussing things they would want in their army if they were preparing to go to battle such as: weapons, uniforms, weather, health, food, equipment. How would these things effect the outcome of their battle? Teacher presents background knowledge of the Continental and British Armies. May show the class pictures of the two types of soldiers from each army. Together the class will create a Venn Diagram comparing and contrasting the similarities and differences of the two armies. Students will then write a paper comparing and contrasting the two armies.
2. Ask the class for a definition of hero and heroine. Write these definitions on a word strip and display them. Remind the class the armies and battles could not have happened without great men and women who had the vision and were willing to sacrifice to obtain our rights and freedoms. Class and teacher make a list of Revolutionary heroes and heroines appropriate for research. Suggested names are George Washington, Thomas Jefferson, Samuel Adams, Molly Pitcher, Deborah Sampson, Crispus Attucks, Patrick Henry, Sybil Ludington, Thomas Paine, Margaret Corbin, Benjamin Franklin, John Hancock, John Adams, Robert Livingston, Robert Sherman, John Paul Jones, Marquis de Lafayette and others of your choice. They must tell how the person they choose to research helped the colonists in their struggle for rights and freedoms. They may also tell any other interesting bits of information they find in their research or display any prints or pictures of paintings involving this person. Research must be attractively displayed on a poster board along with a paper doll dressed to represent the person they researched. This project will be part of the Revolutionary War Museum at the culminating activity.



3. Review cold and warm fronts with the students. Teach the students how the colonists used the direction of the wind also to predict the weather and explain to them what a weather vane is and how it works. Some sayings appropriate for this lesson are:

A cow's tail to the west is weather coming at its best, a cow's tail to the east is weather coming at its least.

When the bees stay near the hive, rain is close by.

Flies will swarm before a storm.

Although these sayings are not in the core book they are weather related sayings people have used for many years to predict the weather and can be added to your discussion of weather and to the "sayings" bulletin board.

4. Students will then make a weather vane in cooperative groups.
  - a. Straighten the hook of a wire coat hanger.
  - b. Cover  $\frac{1}{2}$  of the hanger with aluminum foil. Cut foil 1" wider than wire outline, fold over edges, and tape.
  - c. Fill a pint size plastic tub with packed sand and snap on the lid.
  - d. Poke the coat hanger through the lid and push it down in the sand so the stem touches the container bottom. The weather vane should turn freely.
  - e. Mark north, south, east and west on the container with a marker. Place the weather vane in an open area to catch the wind. Use a compass to line up the weather vane properly. The open half of the vane will always point in the direction from which the wind is coming. (taken from *The Best of the Mailbox*, A collection of ideas from the first ten years of *The Mailbox* magazine, copyright 1988, 1992 by the Education Center, Inc., 1607 Battleground Avenue, Greensboro, NC 27408)
6. Continue the weather report projects which were started earlier emphasizing to the students that weather conditions can greatly effect even a well prepared army. Refer to the picture of "Washington Crossing the Delaware" and explain how a strong leader is able to lead his people forward even in very adverse conditions.
7. Continue practice for the play and the choral reading of "Midnight Ride of Paul Revere".

E. Evaluation:

1. Holistic scoring of the compare and contrast paper according to the guidelines of your school district.
2. A rubric to assess students ability to cooperate and follow directions on weather vane assignment.
  - Did student cooperate?
  - Did student participate?
  - Was project completed correctly?
3. Research project will be assessed on the finished product.
  - Did the student follow directions?
  - Was the research complete?
  - Did the student show creativity?

## Culminating Activity

- A. Create a museum of the American Revolution in your classroom. Perhaps you will want to combine the teachers name and Smithsonian to name your museum. (For example Millersonian) Display relief maps, "Rip Van Winkle" sequence booklets, cannon mobiles, weather vanes, timeline, hero and heroine posters, colonial weatherman forecast video, King George persuasive letters, army comparison writings, etc.
- B. Present play "Rip Van Winkle" for parents.
- C. After play have students recite from Declaration of Independence, choral reading of poem "Midnight Ride of Paul Revere" and sing "Yankee Doodle".
- D. Invite parents to classroom to tour American Revolution Museum. Have the students stationed to act as docents to explain the various points of interests.
- E. Serve Johnnycakes and Boston Harbor Punch (tea).

### Johnnycakes Recipe

1 c. buttermilk  
1 well-beaten egg  
1 T. molasses  
1 T. melted, unsalted butter  
butter for greasing pan

Preheat oven to 425 degrees. Lightly grease an 8-inch square baking dish or pan. In a large mixing bowl, sift all the dry ingredients together. Add the buttermilk, beaten egg, molasses, and melted butter to the dry mixture. Mix until it is smooth. Pour this mixture into the baking container. Bake it for 30 minutes. After the johnnycake comes out of the oven, turn it upside down and remove it from the container. Let it cool slightly before you cut it into servings.

This will serve 6 to 8 people.

### F. Make a Dictionary

Students brainstorm topics we have discussed about the Revolutionary War starting with letters of the alphabet. For example, B stands for Boston Tea Part and the Boston Massacre, C stands for the Continental Army and so on. Following the brainstorming activity, students can be assigned or may choose the topic they would like to define. The students then write a definition about the topic they have chosen and draw a picture to go with it. The teacher should edit these for correct information and grammar. Be sure to check the pictures they have drawn to insure they match what was written in their definition. The students then glue their edited and rewritten definitions and pictures onto construction paper sheets. This work can be compiled into a dictionary about the Revolutionary War.

### G. Make a *Fortunately, Unfortunately* Book

Read the book *Fortunately, Unfortunately* to the class telling them to look for a pattern in the book. Then review with the students the events leading up to the first battle of the Revolutionary War. Write these events on chart paper. Now model for the students how they will write their own version of *Fortunately, Unfortunately*. For example: Fortunately, the colonists left England and came to the New World. Unfortunately, King George of England told them they could not move past the Appalachian Mountains. Proceed with this activity writing it on chart paper as you go. When you have completed your story, assign the students a page to write and then draw a picture illustrating what they wrote. The students will glue their edited pictures and writing onto construction paper. This can be bound together to make a class version of *Fortunately, Unfortunately*.

### H. Write Your Own "Yankee Doodle"

After having discussed with the students the song "Yankee Doodle" and why it was sung first by the British and then by the Americans, make up a class version of Yankee Doodle relating it to the class and something they have studied for the Revolutionary War unit. (You may have to think of a few examples to get them going, but they will soon catch on and amaze you.) Write this new version and the chorus on a piece of lined chart paper. Ask the students what they would draw on the bottom of the song to represent their new version. You can draw a picture below your writing to demonstrate for the students how their completed songs will look. Be sure to show the students which words are in the verse and which words are in the chorus.

Now divide the class into groups of two or three and assign them the task of making up their own version of Yankee Doodle. The teacher may want to assign topics such as the Boston Massacre, the Declaration of Independence of the Boston Tea Part to name just a few. The students should make up a new verse, but the chorus can stay the same if they choose. Edit the songs with the students and have them write a final version to illustrate.

When all the groups are finished with their writing and drawing, gather them back together to present to each other and to perhaps be videotaped.

