

The American Revolution

Grade Level: Fourth Grade

Presented By: Lorri Jackson, Roscoe Wilson, Lubbock, TX

Length of Unit: 4-6 Weeks

I. ABSTRACT

This unit is a study of the French and Indian War and a detailed focus on the American Revolution. Studies will explain the American government based on a Constitution: the debates and difficulties in creating a system of constitutional government and main features of the Constitution. Also covered: Early presidents and politics, Antebellum reformers, and reform movements.

II. OVERVIEW

A. Concept Objectives:

1. Understand the significance of place.
2. Develop a sense of historical empathy.

B. Content:

1. French and Indian War
2. America Revolution
3. Constitution

C. Skill Objectives:

1. See individual lessons

III. BACKGROUND KNOWLEDGE

A. For Students:

1. Mapping skills
2. familiarity of exploration
3. Time
4. Prior American History Units

IV. RESOURCES

A. Teacher Resources

1. Hirsch, E.D., Jr., What Your Third Grader Needs to Know: Revised Edition, Doubleday, New York; 1997, ISBN 0-516-03061-2.
2. Hirsch, E.D., Jr., What Your Fourth Grader Needs to Know: Revised Edition, Doubleday, New York; 1992, ISBN 0-385-31260-1
3. Kachaturoff, Grace, Highlights in American History: From Its Beginning to 1850, Frank Schaffer Publications, Inc., Torrance, California; 1994.
4. Moehle and Mitchell, The Colonies Move Toward Independence, Milliken Publishing Company, St.Louis, MO.

B. Student Resources

1. Adler, David, A Picture Book of Benjamin Franklin, Holiday House , New York, 1990.
2. Adler, David, A Picture Book of George Washington, Scholastic, Inc., New York, 1989. ISBN # 0-590-06772-9
3. Adler, David, A Picture Book of Paul Revere, Holiday House, New York, 1995. ISBN # 0-8234-1144-3
4. Adler, David, A Picture Book of Thomas Jefferson, Holiday House, New York, 1990. ISBN # 0-8234-0791-8
5. Longfellow, Henry Wadsworth. Paul Revere's Ride. William Morrow & Co., Inc. New York, 1985. ISBN # 0-688-12387-2

6. McGovern, Ann, ...If You Lived in Colonial Times, Scholastic Inc., New York, 1992. ISBN # 0-590-45160-X
7. Penner, Lucille Recht, The Liberty Tree: The Beginning of the American Revolution, Random House, New York, 1998.

V. LESSONS

Lesson One: The Thirteen Original Colonies

- A. Daily Objectives:
 1. Lesson Content
 - a. Thirteen original colonies
 2. Concept Objective:
 - a. Understand the significance of place.
 3. Skill Objective:
 - a. Locate and learn the thirteen original colonies on a map.
 - b. Discuss the settlements and important facts surrounding these colonies
- B. Materials
 1. Map of the Thirteen Colonies (See Appendix B)
 2. Study guide of the "Important Facts" (See Appendix A)
 3. Prior Knowledge for Students: Knowledge of exploration.
- C. Key Vocabulary
 1. New England Colonies
 2. Mayflower
 3. Pocahontas
 4. John Rolfe
- D. Procedures/Activities
 1. Introduce the Unit with a photo of Columbus.
 2. Explain that seventy years after his voyages, the colonies became an important issue.
 3. Use a map to inform children of the area of discussion.
 4. Present the "Study Guide" (Appendix A)
 5. Discuss the founders of the colonies, the dates of settlement, and the important facts.
 6. Distribute a map to each child and have him color code the colonies into New England, Middle Colonies, and Southern Colonies. (See Appendix B)
 7. Teach students to name the colonies with the graphic organizer and the summary of the sketch. (See Appendix B-2 and B-3)
- E. Evaluation/Assessment
 1. The Thirteen Colonies Map (Appendix B) –Map Skills Identification.
 2. Lead children in a game of Revolutionary Body Parts (Appendix C)

Lesson Two: Living in Colonial Times

- A. Daily Objectives
 1. Lesson content
 - a. Colonial Times
 2. Concept Objectives
 - a. Understand the significance of place.
 - b. Develop a sense of historical empathy.
 3. Skill Objectives:
 - a. Students will explore the differences between life in the colonial era.
 - b. Compare and contrast life of then and now.(You may wish to use a Venn Diagram-This could easily be used to write a compare/contrast paper or even a narrative- students could venture back in time through a time machine.)
 - c. Have students read "School Days."

- d. Have students write a two-Lined rhyme for each letter of the alphabet like The New Eng-land Primer. (Appendix C2)
 - e. Have students create a class big book and place in the library for others to enjoy.
- B. Materials
- 1. Colonist Home Pattern (Appendix D)
 - 2. The Art of Quilting (Appendix E)
 - 3. Colonial Bonnet & Tricorne Hat (Appendix F & G)
 - 4. A copy of ...If You Lived in Colonial Times
 - 5. Then and Now chart (Appendix H)
 - 6. Handout of Paperdolls (Appendix I)
- C. Key Vocabulary-None needed
- D. Procedures/Activities
- 1. Read aloud ...If You Lived in Colonial Times p.8-25.
 - 2. Discuss the things that are very different now.
 - 3. Complete the "Then and Now" chart with the children (Appendix H).
 - 4. Have children rotate through stations to make the following: Tricorne hat, colonial bonnet, quilting pattern, first home (Appendix D, E, F, G)
 - 5. Summarize the interesting information the students have discovered.
 - 6. Have students design clothing for a colonial paper doll boy or girl. (Appendix I)
 - 7. Have students draw a picture of himself outside his house. Write a brief description of the rooms and furnishings. Describe your favorite room in detail.
 - 8. Have students use graph paper to draw a diagram of his/her farm, neighborhood, or frontier settlement.

Lesson Three: The Liberty Tree

- A. Daily Objectives:
- 1. Lesson Content:
 - a. French War
 - b. Indian War
 - 2. Concept Objectives:
 - a. Understand the significance of place.
 - b. Develop a sense of historical empathy.
 - 3. Skill Objectives:
 - a. Explain the relationship between Britain and the French.
- B. Materials
- 1. A copy of The Liberty Tree.
 - 2. Construction paper of two colors (cut into 1" by 6" strips).
- C. Key Vocabulary
- 1. Treaty of Paris
 - 2. King George III
- D. Procedures/Activities
- 1. Read to the children from The Liberty Tree , pp.4-5.
 - 2. Discuss the French and Indian War.
 - 3. Have students list "causes" on one color of the strips and "effects" on the other color. The strips will be "linked" together to create a "cause and effect chain."
 - a. Examples of "Causes":
 - 1. Native Americans were afraid they would lose land to the British.
 - 2. British colonist wanted to take over French lands to make money in fur trades.
 - 3. The war was very expensive for all.
 - b. Examples of "Effects"
 - 1. Tension in the colonies began to increase.

2. France lost most of its power in N. America.
 3. Britain placed colonies under strict control and began taxing them heavily.
- E. Evaluation/Assessment
1. Write a diary entry from the point of view of an Indian or a British soldier involved.

Lesson Four: “Taxation Without Representation”

A. Daily Objectives

1. Lesson content:
 - a. British Taxation of the Colonists
2. Concept Objective:
 - a. Develop a sense of historical empathy.
3. Skill Objectives:

B. Materials

1. A copy of “The Story of John Robinson and the ‘Polly’”
2. “Catch a Tea Smuggler,” game (Appendix J)
3. Copies of “Tax and Be Taxed.” (Appendix K)
4. The Liberty Tree, pages 6-11.

5. A rubber stamp

6. Bags of pennies

C. Key Vocabulary

1. Taxation without representation
2. Redcoats
3. The Stamp Act
4. The Navigation Act
5. The Townshend Act
6. The Sons of Liberty
7. British Parliament
8. The Sugar Act
9. The Quartering Act

D. Procedures/Activities

1. Read and discuss the “Sneaky Taxes” from The Liberty Tree.”
2. Select the game of your choice and explain the game to the students .(Appendix and K) Allow playing time.
3. Discuss these taxes and how the children feel about this situation.
4. Have the students design posters in small groups illustrating these acts.

E. Evaluation/ Assessment:

1. Children will do mini-presentations of these acts in small clusters.
2. The teacher may want to have “Stamp Act for a Day.” Each child is given a small bag of pennies. Each sheet of paper the child uses during the day is taxed. The children will get a real feeling for taxation.

Lesson Five : Taxation, Lobsterbacks, and Retaliation

A. Daily Objectives:

1. Lesson Content:
 - a. Events leading to the Boston Massacre
2. Concept Objective:
 - a. Develop a sense of historical empathy
3. Skill Objectives:

B. Materials

1. Material on the punishment of “tarring and feathering.”

2. Suggested material: The Liberty Tree, p.11-13.
 3. Paper folded into fourths.
- C. Key Vocabulary
1. John Hancock
 2. Ebenezer McIntosh
 3. Andrew Oliver
- D. Procedures /Activities:
1. Read material to the students.
 2. Discuss the punishment given to those who did not meet the approval of the angered colonist.
 3. Have children show on drawing paper four ways colonists were revealing their frustration and hostility.(Tar and Feather, Wearing, black armbands, refusal to purchase shipped goods, drawing skull and crossbones, etc.).
 4. Have students come up with the top ten reasons for not wishing to be a “Lobsterback.”
- E. Evaluation/Assessment
1. Group sharing of sketches and lists.

Lesson Six: The Boston Massacre

- A. Daily Objectives:
1. Lesson Content:
 - a. The Massacre
 2. Concept Objective:
 - a. Develop a sense of historical empathy
 3. Skill Objective:
- B. Materials:
1. Copies of the play, “The Boston Massacre: A Play (Appendix M)
 2. Costumes (Optional-Make them simple.)
- C. Key Vocabulary
1. Crispus Attucks
 2. Hugh Montgomery
 3. Matthew Kilroy
- D. Procedures/Activities
1. Assign parts to the play. Have children practice and prepare.
 2. Present play.
 3. Discuss the event with the students.
- E. Evaluation/Assessment
1. Have children write a brief summary of this account.

Lesson Seven:

- A. Daily Objectives:
1. Lesson content:
 - a. The Boston Tea Party
 2. Concept Objective:
 - a. Develop a sense of historical empathy
 3. Skill Objectives:
 - a. Children will understand what actually occurred.
 - b. Children will understand what resulted from this event in history.
- B. Materials
1. Background information about The Boston Tea Party.
 2. Dictionaries

- C. Key Vocabulary
 - 1. Rebel
 - 2. Smuggling
 - 3. Secrecy
- D. Procedures/Activities
 - 1. Share information of the events with the students.
 - 2. Have the students look up the words: smugglers, secrecy, rebel, official, soot, cask, systematic, shallow, and sympathetic.
 - 3. Explain that one of the “Mohawks” involved in the Boston Tea Party was Paul Revere. Find out details of his early years.
- E. Evaluation/Assessment:
 - 1. Have students respond to the question: If you had lived in Boston on December 16, 1773, would you have participated in the Boston Tea Party? Why or why not?
 - 2. Have students fold a sheet of paper in half. On the outside, illustrate the Boston Tea Party. On the inside, write either a letter in the persona of a colonist or a summary of the events.(Appendix M-2)

Lesson Eight: The Declaration of Independence

- A. Daily Objectives
 - 1. Lesson Content:
 - a. Continental Congress
 - 2. Concept Objective:
 - a. Develop a sense of historical empathy.
 - 3. Skill Objectives:
 - a. Children will understand the formation of the Continental Congress and its purpose.
- B. Materials:
 - 1. quill feathers- can be any kind of feathers
 - 2. bottled ink
 - 3. Salem Sentinel sheet
 - 4. white paper and crayons
- C. Key Vocabulary
 - 1. Delegates
 - 2. Independence
 - 3. Congress
 - 4. Continental
 - 5. Pamphlet
 - 6. Repeal
 - 7. Treason
 - 8. Preamble
 - 9. Archive
- D. Procedures/Activities
 - 1. Share information about the First Continental Congress with students.
 - 2. Watch musical video,1776, about the signing of the Declaration of Independence.
 - 3. Have children create a picture book of Thomas Jefferson and the significant events in his life.
 - 4. Have children create an acrostic for Thomas Jefferson.(Appendix M-3)
- E. Evaluation/Assessment:
 - 1. Have students pretend to be reporters from the Salem Sentinel.
 - 2. Have the students write with feather pens about the Continental Congress meeting in Independence Hall.

Lesson Nine: Benjamin Franklin

A. Daily Objectives:

1. Lesson content:
 - a. Benjamin Franklin
2. Concept Objective:
 - a. Develop a sense of historical empathy
3. Skill Objective:
 - a. o establish the importance and influence of Ben Franklin.

B. Materials:

1. Encyclopedia
2. Information on Ben Franklin

C. Key Vocabulary

1. Scholar
2. Inventor

D. Procedures/Activities

1. Share information about the life of Benjamin Franklin. Use picture books or other resources.
2. Discuss Ben Franklin's Poor Richard's Almanac. Explain is use of such expressions as, "The early bird catches the worm," and "A penny saved is a penny earned." Have students create their own wise words for anything they wish such as- homework, school lunch, candy, a sport, etc.

E. Evaluation/Assessment:

1. The Benjamin Franklin Crossword puzzle. (See Appendix N)

Lesson Ten: Spies

A. Daily Objectives:

1. Lesson Content:
2. Concept Objective:
 - a. Develop a sense of historical empathy.
3. Skill Objectives:
 - a. To understand why spies played a role in early American History.

B. Materials:

1. sample of a cipher
2. Materials for invisible ink(Appendix O)
3. Crack the Code (Appendix P)

C. Key Vocabulary:

1. Disguise
2. Treason
3. Debt
4. Cipher
5. Benedict Arnold
6. Nathan Hale
7. Ann Bates
8. Lydia Darragh
9. Lieutenant Charles Darragh

D. Procedures/Activities

1. Share, "Spies," from the Liberty Tree.
2. Share a sample cipher.
3. Have children define Key terms. Have children write hidden messages with "invisible ink."

E. Evaluation/Assessment

1. Have children complete Crack the Code.

2. Children may play British Spy Game (Appendix Q)

Lesson Eleven: One if by Land, Two if by Sea

- A. Daily Objectives:
 1. Lesson content:
 - a. Paul Revere
 2. Concept Objective:
 - a. Develop a sense of historical empathy.
 3. Skill Objectives:
 - a. To understand the role Paul Revere played in the American Revolution.
- B. Materials:
 1. Information on Paul Revere
 2. Map of Revere's route
 3. A copy of Paul Revere's Ride (Appendix R)
 4. Worksheet- The Spirit of Freedom Grows (Appendix S)
- C. Key Vocabulary
 1. Patriots
 2. Samuel Adams
 3. John Hancock
 4. Williams Dawes
 5. Dr. Sam Prescott
 6. George Grenville
 7. Patrick Henry
 8. Crispus Attucks
- D. Procedures/Activities
 1. Read and discuss the meaning of the "midnight ride."
 2. Illustrate each portion of the poem. Place these in sequential order to demonstrate understand of Longfellow's words.
 3. Write an acrostic for the words, "Paul Revere."(Appendix T)
 4. Read and discuss, "The Spirit of Freedom Grows."
 5. Display Picture from the ride.(Found in Teaching American History with Art Masterpieces.)
 6. You may wish to consider writing a bio-poem for on of the major "characters" involved in the American Revolution. (Appendix T)
 7. Design Business cards (Appendix U)
- E. Evaluation/Assessment
 1. Have students respond to the thoughts of: Why did Paul Revere ride like he did? Would you have done the same? Why? Why not? How do you think Paul Revere felt as he rode?
 2. Have students memorize sections of "The Midnight Ride." Have them recite it out loud and share sketch the meaning of his/her lines. Do it in group formation as an oral presentation.

Lesson Twelve: The Shot Heard 'Round the World.

- A. Daily Objectives:
 1. Lesson Content:
 2. Concept Objective:
 - a. Understand the significance of place.
 - b. Develop a sense of historical empathy.
 3. Skill Objectives:
 - a. Children will understand the initial events of the actual war.

- B. Materials
 - 1. Major Revolutionary War Battles (Appendix W)
 - 2. Map of the Major Revolutionary War Battles (Appendix X)
 - 3. Poster board
 - 4. Markers
 - 5. You may wish to use a simplified version of “The Midnight Ride.”
- C. Key Vocabulary
 - 1. Lexington
 - 2. Concord
 - 3. Continental Congress
 - 4. Crown Point
 - 5. Breed’s Hill
 - 6. Minutemen
 - 7. Bunker Hill
 - 8. Mercenaries
 - 9. Common Sense
 - 10. Thomas Paine
- D. Procedures/Activities
 - 1. Read together information on the various battles.
 - 2. Pinpoint the location of the major battles on the map.
 - 3. Discuss the fact that at one time, each of the thirteen colonies had its own flag. On January 2, 1776, the first flag of the United States was raised in Massachusetts by George Washington. Ask the students to research that flag and how its changed. Have students design his/ her own flag for a class, school, club, or team.
 - 4. Have students design a fort or diorama of one of the battles.
- E. Evaluation/Assessment
 - 1. Have students orally share and discuss his/her project.
 - 2. Discuss why the Lexington incident is referred to as, “The Shot Heard ‘Round the World.” Ask the children to write a headline renaming this incident and tell what they would have called this event and why.

Lesson Thirteen: Women at War

- A. Daily Objectives:
 - 1. Lesson Content:
 - 2. Concept Objective:
 - a. Develop a sense of historical empathy.
 - 3. Skill Objective:
 - a. To help students understand that American women didn’t just exist in these times but that they strongly supported the cause of Liberty.
 - b. To have children form an opinion and defend it.
- B. Materials
 - 1. The Liberty Tree p.32-33
 - 2. Women in Battle (Appendix BB)
 - 3. Heroic Women (Appendix CC)
 - 4. Sybil’s Ride (Appendix DD)
 - 5. Book The Secret Soldier by Ann McGovern
- C. Key Vocabulary
 - 1. Heroine
 - 2. Untraditional
 - 3. Assemble

4. Retreat
 5. Pension
 6. Enlist
 7. Identity
 8. Discharge
 9. Sybil Ludington
 10. Molly Pitcher
 11. Margaret Corbin
 12. Deborah Sampson
- D. Procedures/Activities
1. Lead research for students in findings of women in the war.
 2. Present your findings to the group as if you were introducing your heroine into the American Hall of Fame.
 3. Read Sybil Rides for Independence by Drollene P. Brown.
 4. Illustrate the story by making it into a cartoon strip story.
 5. Distribute the page called Sybil's Ride.
 6. Share any other stories or information about women in war.
 7. Have children take a position about whether women should serve in the armed services and write an opinion about it.
- E. Evaluation/Assessment
1. After students have formed their personal opinions, divide students into two teams) for and against). Let the opposing sides hold a debate.

Lesson Fourteen: The Declaration of Independence - Part A.

- A. Daily Objectives:
1. Lesson Content:
 - a. Thomas Jefferson
 - b. The Declaration of Independence
 2. Concept Objective:
 - a. Develop a sense of historical empathy
 3. Skill Objective:
 - a. o help students understand the Declaration of Independence.
- B. Materials
1. Colored marking pens
 2. Red or blue butcher paper
 3. White construction paper
 4. Pencils
 5. Glue
- C. Key Vocabulary
1. Engrossed
 2. Independence
- D. Procedures/Activities
1. Share the information of Thomas Jefferson and how he wrote the document in about two weeks.
 2. Create several examples of handwriting with flourishes on the letters on the chalkboard.
 3. Each student signs his or her name on the sheet of white paper.
 4. Use pencil first so that fancy flourishes can be added.
 5. Decorate the signature with colored markers.
 6. Glue the signature sheets to the butcher paper.
 7. Display on a classroom door or wall.

- E. Evaluation /Assessment
 - 1. Allow students to share one thing that he/ she has already learned about The Declaration of Independence.

Lesson Fifteen: The Declaration of Independence - Part B

- A. Daily Objectives:
 - 1. Lesson content:
 - a. Declaration of Independence
 - 2. Concept Objective:
 - a. Develop a sense of historical empathy.
 - 3. Skill Objective:
 - a. continue new knowledge about the document.
 - b. understand the conditions that brought about the Declaration of Independence.
- B. Materials
 - 1. 12” x 18” sheets of red, white, and blue construction paper
 - 2. White shelf paper
 - 3. Black markers
 - 4. Pens
 - 5. Scissors
 - 6. Stapler
 - 7. Glue
 - 8. Copies of the Declaration of Independence
- C. Key Vocabulary
 - 1. Life
 - 2. Liberty
 - 3. Pursuit of Happiness
- D. Procedures/Activities
 - 1. Cut two pieces of white paper 8” wide and almost as long as the area you would like to use for a display such as a bulletin board.
 - 2. Glue the two white strips together (top to bottom) and draw a black border around it. Inside the border, write: “The history of the present King of Great Britain is a history of repeated injuries and usurpation’s, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.”
 - 3. Line the right half of the display with blue construction paper. At the top of the blue paper, write **And the Pursuit of Happiness**. Put the words you wrote on the white construction paper with the black border under the title.
 - 4. Line the top left half of the board with red paper. Write **Life** at the top of it.
 - 5. Line the bottom left half with red paper. Write the word **Liberty** at the top of this section.
- E. Evaluation/Assessment
 - 1. Discuss the Declaration of Independence with students.
 - 2. Talk about why the U.S. wanted to break away.
 - 3. Point out the reasons from England. Ask students if they agree or disagree with them.
 - 4. Then have the students select one of the 30 reasons why the U.S. wanted to break away.
 - 5. On a strip of shelf paper, have students write it in their own words.
 - 6. Put the strips on the display.

Lesson Sixteen: The Declaration of Independence – Part C

- A. Daily Objectives:
1. Lesson Content:
 - a. Declaration of Independence
 2. Concept Objective:
 - a. Develop a sense of historical empathy.
 3. Skill Objective:
 - a. Establish important information surrounding the writing of the Declaration of Independence.
 - b. Gain knowledge of the historical information of this document.
 - c. To obtain a basic comprehension of the ideas presented in the document.
- B. Materials:
1. Handout (Appendix EE)
 2. Construction Paper (black, red, blue, white, and brown.)
 3. Front page of a newspaper
 4. white paint
 5. paintbrush
 6. writing paper
 7. black felt-tip pens
 8. scissors
 9. stapler
 10. colored markers
 11. opaque projector
 12. glue
 13. picture for bulletin board of a newsboy
- C. Key Vocabulary
1. Boston Tea party
 2. Boston Massacre
 3. Stamp Act
 4. Townshend Acts
 5. Lexington
 6. Quebec Act
 7. Bunker Hill
 8. Concord
 9. Intolerable Act
- D. Procedures/Activities
1. Cut the writing paper into columns. Make sure you have enough for each student to have one column. Using paint, white out the headlines of the newspaper. When it is dry, write “British Unreasonable” as the headlines.
 2. Students select one of the events that led up to the Revolutionary War and/or the Declaration of Independence and write about it as though they were the reporter.
 3. Using the newspaper boy create a bulletin board titled, “Read All About It.” Place the articles on the display.
 4. Distribute handout (EE) and orally read and discuss these statements.
- E. Evaluation/Assessment
1. Have students summarize the words of the patriots in a brief paragraph.

Lesson Seventeen: “Preparations For War”

- A. Daily Objectives:
1. Lesson Content: The Revolutionary War

2. Concept Objective:
 - a. Develop a sense of historical empathy.
 3. Skill Objectives:
 - a. Assist understanding of the preparation both sides in war efforts
 - b. Compare and contrast the opposing sides.
- B. Materials
1. Handout (FF)
 2. Handout (GG)
- C. Key Vocabulary
1. Patriots
 2. Loyalists
 3. Confiscated
 4. Unanimous
 5. Finance
 6. Marquis de Lafayette
 7. Thaddeus Kosciusko
 8. Baron von Steuben
- D. Procedures/Activities
1. Read and discuss handout about the preparation of war.(FF)
 2. Complete the chart that compares the opposing sides.(GG)
- E. Evaluation/Assessment
1. On a separate sheet tell specific contributions made by Baron Von Steuben and Thaddeus Kosciusko.

Lesson Eighteen

- A. Daily Objectives:
1. Lesson content:
 - a. The Constitution
 - b. The Bill of Rights
 2. Concept Objective
 - a. Understand the significance of place
 - b. Develop a sense of historical empathy.
 3. Skill Objectives:
 - a. Discuss the creation of The Constitution and the Bill of Rights
 - b. Learn more about James Madison, Alexander Hamilton, and George Washington.
 - c. Gain an understanding of Patrick Henry's efforts and attempts to help improve the quality of life.
- B. Materials
1. Large paper
 2. Assigned groups of children
- C. Key Vocabulary
1. Confederation
 2. Article
 3. Revolt
 4. Foreclosure
 5. Consistency
 6. Preamble
 7. Legislative
 8. Executive
 9. Judicial
 10. Amendment

- D. Procedures/Activities
 - 1. Have students work in teams to look up the words in the key vocabulary list.
 - 2. Have students share definition of these terms.
 - 3. Discuss how these terms fit into the creation of The Constitution.
 - 4. Read aloud from the encyclopedia about Alexander Hamilton.
 - 5. Orally write an obituary for Hamilton stressing his attributes.
 - 6. Have students create their own Bill of Rights in groups.
 - 7. Explain that the entire group must agree on these ten rights.
- E. Evaluation/Assessment
 - 1. Have the groups of students orally present their “Bill of Rights.”
 - 2. Discuss these ideas and discuss any positive ideas that were shared.

Lesson Nineteen: American Symbols from the Revolutionary War

- A. Daily Objectives
 - 1. Lesson Content
 - 2. Concept Objective:
 - a. Understand the significance of place.
 - 3. Skill Objectives:
 - a. Recognize the symbols that portray representation of America.
- B. Materials
 - 1. Handout on Symbols (HH)
 - 2. A copy of Doodle Dandy! by Lynda Graham-Barber
- C. Key Vocabulary
 - 1. Symbol
 - 2. Seamstress
 - 3. Independence
 - 4. Purity
 - 5. Truth
 - 6. Liberty
 - 7. Founding
 - 8. originate
- D. Procedures/Activities
 - 1. Brainstorm what “we” think of when we hear the word “America.”
 - 2. Discuss symbols and what they represent. For example: Fireworks on the Fourth of July Tree on Christmas
 - 3. Read Doodle Dandy.
 - 4. Have students select a symbol and make a sample of his own with different objects such as: Glitter, tissue paper, fabric, construction paper
- E. Evaluation/Assessment
 - 1. Have students design a new symbol to be added to those already in place.
 - 2. Allow students to complete “A Gobbler on the Great seal?” (II)

Lesson Twenty: Liberty

- A. Daily Objectives
 - 1. Lesson Content:
 - 2. Concept Objective:
 - a. Understand the significance of place.
 - b. Develop a sense of historical empathy.
 - 3. Skill Objectives:
 - a. Summarize gained knowledge of this unit

- B. Materials
 - 1. Long roll of drawing paper
 - 2. Markers
 - 3. Crayons
 - 4. Rulers
- C. Key Vocabulary

All of the vocabulary used throughout this unit
- D. Procedures/Activities
 - 1. Review orally the main events and dates this unit has covered.
 - 2. Divide these events among groups of students.
 - 3. Have students create these events with illustrations on the long paper resulting in a class timeline.
- E. Evaluation/Assessment
 - 1. test or composition on new knowledge.

IV. CULMINATING ACTIVITIES

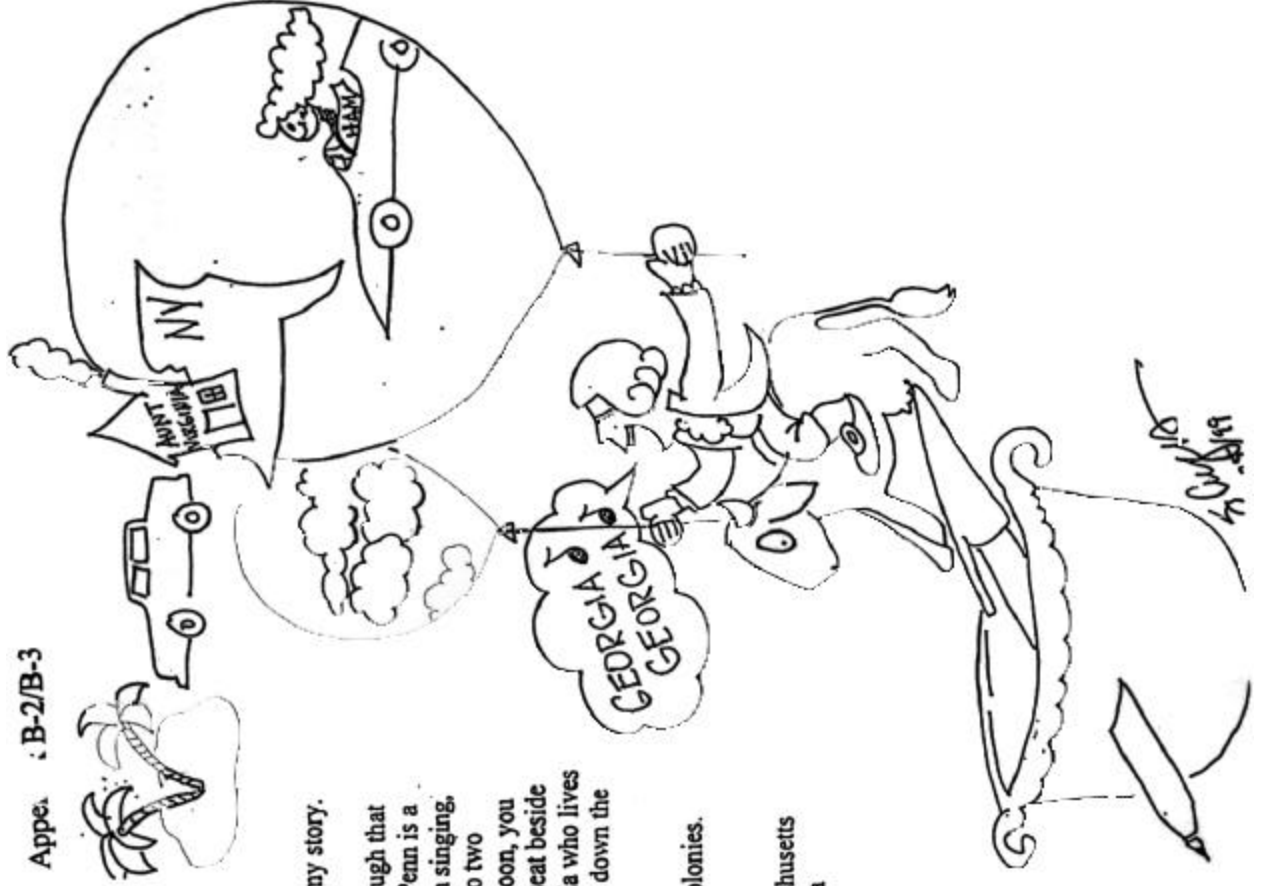
- A. Any speakers well informed on this era.
- B. Music that correlates with this time frame.
- C. Art activities such as patriotic creations.
- D. Create a jeopardy game using these dates, events, and people.
- E. Create an “American Revolutionary Fair”

VI. BIBLIOGRAPHY

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App. : B-2/B-3



Visual Imagery- Remembering the Thirteen Original Colonies

"Close your eyes and picture the image that I am revealing with my story.

First, picture a large bowl of Delaware punch. Protruding up through that bowl is a large fountain Penn. Resting up on top of the fountain Penn is a New Jersey cow. Upon the cow, you will see George Washington singing. 'Georgia, Georgia.' George Washington's hands are connected to two balloons. Inside one balloon is a Mass of clouds. In the other balloon, you will see Aunt Mary. She is driving in her Silver Corvette. In the seat beside Aunt Mary, is a New Ham. She is driving to see her Aunt Virginia who lives in New York. Once she arrives, she gets in a New Car and drives down the Rhode to an Island."

Each one of these pictures signifies one of the thirteen original colonies.

- Delaware = Delaware
- New Jersey = New Jersey
- Hands Connected = Connecticut
- Aunt Mary = Maryland
- New Ham = New Hampshire
- New York = New York
- Down the Rhode to an Island = Rhode Island
- Penn = Pennsylvania
- George singing "Georgia" = Georgia
- Mass of clouds = Massachusetts
- Silver Corvette = South Carolina
- Aunt Virginia = Virginia
- New Car = North Carolina

It's easy now!!!

Lorri Jackson has received permission to Use this drawing in her unit. Permission Granted by Samuel Ayers 1025/99.

Appendix H

Then and Now

Think back to the Revolutionary Era. Using information you have learned, compare the areas below to our present day time.

Colonial/ Revolutionary Times	Present Day 1999
Food	
Entertainment	
Clothing	
Transportation	
Communication	
Appliances/ Conveniences	
Taxes/Bills	
Famous Leaders/ Famous people	
Homes	
Schools	
Medicine	
Schedules/ Routines	

Writing a Bio-Historical Poem

William E. B..
Education, forceful, caring, impatient
Friend of Booker T. Washington
Lover of freedom, equality, education
Who felt angry, worried, inspired
Who needed the right to vote, political power, financial support
Who gave instruction, inspiration, written words
Who feared segregation, Jim Crow laws, discrimination
Who wanted to see equality, freedom for all, universal education
Resident of Massachusetts
DuBois

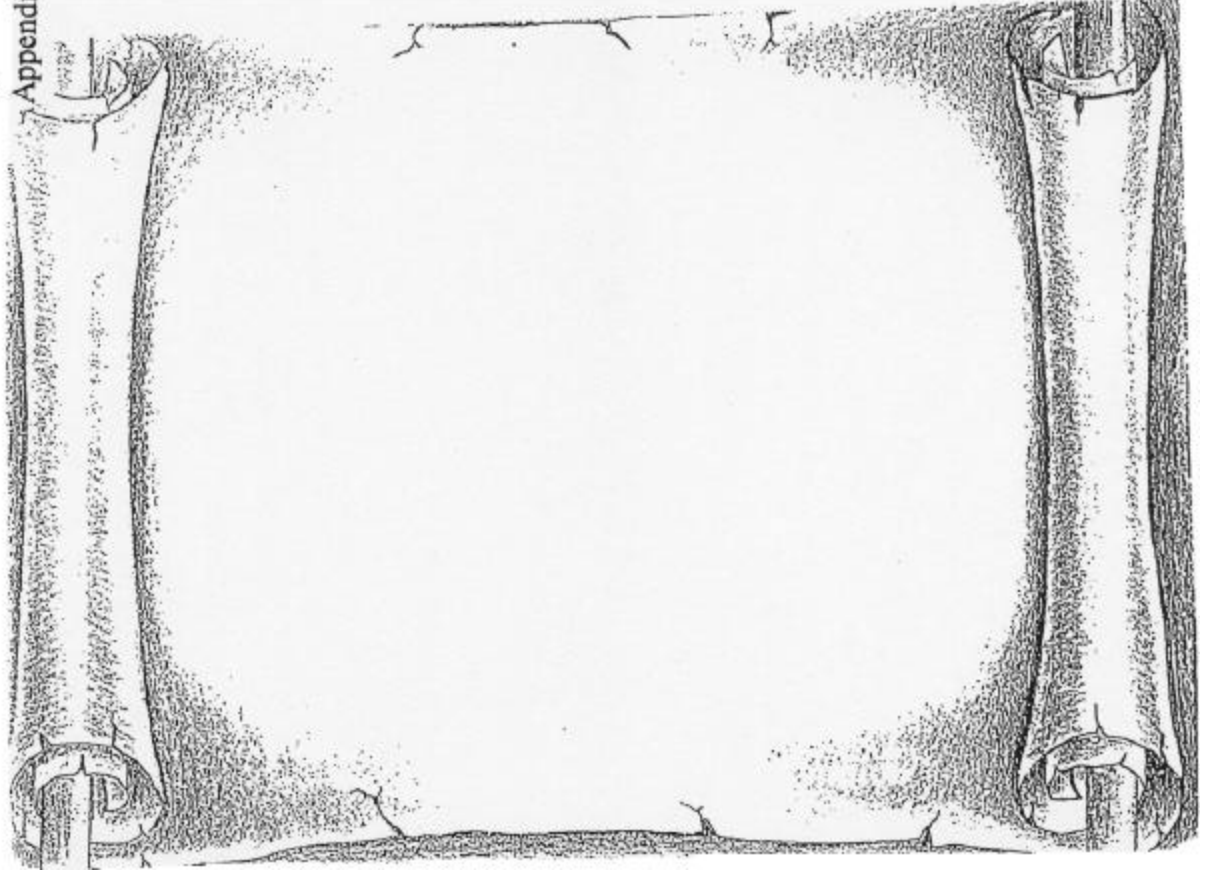
Format for Bio-Historical Poem

- Line 1: First name only
- Line 2: Four traits that describe the person
- Line 3: Sibling of... Son of... friend of...
- Line 4: Lover of...(3 ideas)
- Line 5: Who felt... (3 items)
- Line 6: Who needed... (3 items)
- Line 7: Who gave.... (3 items)
- Line 8: Who feared... (3 items)
- Line 9: Who wanted to see... (3 items)
- Line 10: Resident of...
- Line 11: Last name only...

Paul
Daring, extraordinary, courageous, exciting
Friend of the American Revolutionary leaders
Lover of justice, liberty, freedom
Who felt proud, inspired, anxious
Who needed a sign, a muffled oar, a fast horse
Who gave caution, a warning, his word
Who feared bloodshed, time, defeat
Who wanted to see equality, fairness, righteousness
Resident of Boston
Revere

Appendix M-2

Appendix O



Recipe for Invisible Ink:

- 4** drops of onion juice
- 4** drops of lemon juice
- pinch of sugar
- shallow bowl
- toothpick
- Paper

Stir together the onion juice, lemon juice, and sugar in a shallow bowl. Use the toothpick to write your message. As the ink dries your message will disappear. Hold the message over a bright bulb and your message will magically reappear!

Appendix P

Crack the Code!

In the 1770's there were no telephones, televisions, radios, postal service, airplanes, cars, trains, or buses to communicate across long distances. During the Revolutionary War, information was gathered and passed along through a network of spies.

A spy could look like any other citizen. The whole point was to deliver the information to the contact person without drawing attention to yourself.

Loyal patriots found clever ways to deliver a message. They developed a system of signals for watching the contact person, such as a specific color of flower in a flower pot, a certain pattern knitted into the stockings worn by the spy, a certain kind of buttons worn on the jacket of the spy, or a specific song sung in a public tavern. Spies were creative with finding hiding places for written messages as well. Messages could be found hidden in false heels and soles of boots, in coat linings, under wigs, in cut-out books, and within real letters.

The most famous American spy for the Patriots during the American Revolution was Nathan Hale. He was a schoolteacher from South Coventry, Connecticut. He passed through British lines disguised as a Dutch teacher. He hid the information in the sole of his shoes. He was caught and hanged for treason on September 22, 1776.

Another famous spy of the Revolution was Benedict Arnold. He was angry that the army promoted men over him and was in debt from living beyond his means. After he was made commander of West Point, he agreed to hand it over to British General Clinton for \$20,000 and a command in the British army. The plan was ruined when the spy was

caught with details of the take-over, Arnold escaped to New York where he fought for the British, and then to England.

A good way to send a coded message was to send a code inside of a code. One of the easiest codes of this type was the First Letter Code.

To successfully decode a message using the First Letter Code, take the first letter of each word in the message to form the *real* message. For example, Tarry here in silence; should he obey us, let's delay. Beware ever, else all shall yield.

then the *real* message, taking the first letter of each word, is:

THIS SHOULD BE EASY

Decode this message on the line below:

Many earnest, eager teachers have even raged every time other new instructors get help, too.