

# The American Revolution and Its Heroes

**Grade Level:** 1<sup>st</sup> grade

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**Length of Unit:** Eight lessons (approximately two weeks (10 days); one day = 60 minutes)

## I. ABSTRACT

In this unit first graders will learn about the exciting story of how the United States became an independent nation. Although an exciting story to us now, the students will learn about the struggles the colonists encountered in order to gain independence, as well as important figures during this time period. These people include Thomas Jefferson, George Washington, Paul Revere, Benjamin Franklin, and Betsy Ross. The students will reenact the midnight ride of Paul Revere, locate on a map where the war started, and identify minutemen and redcoats. In addition, students will learn why the Declaration of Independence was written and the origins of Independence Day. Throughout this unit, the students will create their own timeline in order to track these important events, and they will create their own book as a way to review and organize the information that they learn.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
2. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
3. Students will gain an awareness of the use of maps, globes, and other geographical tools in order to locate and derive information about people, places and environments. (Colorado State Geography Standard #1)

### B. Content from the *Core Knowledge Sequence*

1. From Colonies to Independence: The American Revolution (page 30)

### C. Skill Objectives

1. The students will create a timeline in order to track important events before, during and after the Revolutionary War.
2. The students will locate the original thirteen colonies and England using a map.
3. The students will use a map key to accurately color a map.
4. The students will define independence and learn that the colonists' quest for independence contributed to the American Revolution.
5. The students will track events prior to and during the Revolutionary War using a timeline.
6. The students will describe the events related to the Boston Tea Party.
7. The students will locate the thirteen colonies on a map.
8. The students will understand and empathize with the colonists' taxation through a classroom simulation.
9. The students will draw the path ridden by Paul Revere using a map.
10. The students will understand the purpose of Paul Revere's ride.
11. The students will demonstrate their understanding of Paul Revere's ride by participating in a reenactment.
12. The students will define and contrast minutemen and redcoats.
13. The students will identify the Battle of Lexington and Concord as the beginning of the Revolutionary War.

14. The students will learn that the “shot heard around the world” was the first shot fired at the Battle of Lexington and Concord.
15. The students will locate the cities of Lexington and Concord on a map.
16. The students will identify Thomas Jefferson as one of the main writers of the Declaration of Independence.
17. The students will understand why the Declaration of Independence was written.
18. The students will recognize July 4, 1776 as the day that the Declaration of Independence was approved.
19. The students will list ways in which their own families celebrate Independence Day.
20. The students will identify George Washington as the first president of the United States and a general in the Revolutionary War.
21. The students will list facts about George Washington by using a Venn diagram.
22. The students will learn that our national capital, Washington D.C., was named after George Washington.
23. The students will list facts about Benjamin Franklin on a Venn diagram and make comparisons to George Washington.
24. The students will write a paragraph describing at least two ways that Benjamin Franklin helped America during the American Revolution.
25. The students will identify a few of the many accomplishments made by Benjamin Franklin during his life.
26. The students will identify Betsy Ross as the woman believed to have sewn the first American flag.
27. The students will compare and contrast the original American flag with today’s flag.
28. The students will understand what the stars and strips on the flag represent.
29. The students will use the timeline they created to answer questions about this time period.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Fradin, Dennis Brindell. *Who Was Ben Franklin?* New York: Grosset & Dunlap, 2002. ISBN 0-448-42495-9.
  2. Hirsch, Jr. E.D. *What Your First Grader Needs to Know.* New York: Dell Publishing, 1998. ISBN 0-385-31987-8.
  3. Independence Hall Association. “Betsy Ross” (On-Line). Available URL: <http://www.ushistory.org/betsy/>
  4. Quiri, Patricia Ryon. *A New True Book: The Declaration of Independence.* Danbury, Connecticut: Children’s Press, 1998. ISBN 0-516-20664-8.
- B. For Students
  1. Students should have background knowledge of early settlement in America and the thirteen colonies.

### IV. RESOURCES

- A. *The Boston Tea Party: Angry Colonists Dump British Tea*, by Allison Stark Draper (Lesson Two)
- B. *The Start of the American Revolutionary War: Paul Revere Rides at Midnight*, by Allison Stark Draper (Lessons Three and Four)
- C. The First Foot Guards. “Redcoats” (On-Line). Available URL: <http://www.yarmouth-minutemen.com>. (Lesson Four – Pictures of Redcoats)

- D. Yarmouth Minutemen. “Minutemen” (On-Line). Available URL: <http://footguards.tripod.com>. (Lesson Four – Pictures of Minutemen)
- E. *The Declaration of Independence: Foundation for America*, for Jon Wilson (Lesson Five)
- F. *George Washington: Our First President*, by Garnet Jackson (Lesson Six)
- G. Stanley, Keith. “Washington, D.C., Monuments and Landmarks” (On-line). Available URL: <http://www.kestan.com/travel/dc/monument>, 2002. (Lesson Six)
- H. *15 Easy-to-Read Biography Mini-Books: Famous Americans*, by Susan Washburn Buckley (Lessons Six and Nine)
- I. *A Picture Book of Benjamin Franklin*, by David A. Adler (Lesson Seven)
- J. *Who Was Benjamin Franklin?*, by Dennis Brindell Fradin (Lesson Seven – optional)
- K. Independence Hall Association. “5-Pointed Star in One Snip” (On-line). Available URL: <http://www.ushistory.org/betsy/flagstar.html>, 1996-2002. (Lesson Nine)

## V. LESSONS

### **Lesson One: The 13 Colonies and Their Growing Independence (approximately one hour)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
    - b. Students will gain an awareness of the use of maps, globes, and other geographical tools to locate and derive information about people, places and environments. (Colorado State Geography Standard #1)
  - 2. Lesson Content
    - a. From Colonies to Independence: The American Revolution
    - b. Locate the original thirteen colonies
  - 3. Skill Objective(s)
    - a. The students will locate the original thirteen colonies and England using a map.
    - b. The students will use a map key to accurately color a map.
    - c. The students will define independence and learn that the colonists’ quest for independence contributed to the American Revolution.
    - d. The students will create a timeline in order to track important events before, during and after the Revolutionary War.
- B. *Materials*
  - 1. Appendixes C – N (these are the pages they need for their own book about the American Revolution; they are labeled with numbers at the bottom of each page; make copies so that each student has one book; these pages are also used to assess student understanding after each lesson and are to be used as a study guide for the final assessment)
  - 2. White shower curtain or butcher paper (use Appendix D map and an overhead or opaque projector to enlarge the map and trace onto the shower curtain; label the colonies, England and the Atlantic Ocean on this map)
  - 3. Chart paper
  - 4. See Appendix A – Timeline Instructions
  - 5. Appendix B – make one copy for each student
- C. *Key Vocabulary*
  - 1. Colony – group of people who leave their homeland to settle in a different land, but they still obey the laws of the land they came from; ex: people from England

traveled to America to live, however, they still needed to follow the laws of England

D. *Procedures/Activities*

1. Explain to the students that today they will begin learning about the exciting story of how we became a country called America or The United States of America. Ask them to think back to when they learned about the first people that came to America. Ask the students the following questions:
  - a. Where did the people come from who settled in North America? (*If England is not mentioned, remind them that the people who settled in Jamestown were from England.*)
  - b. Who remembers what they called the area or place where they settled? (*A colony. Hopefully they will remember this term from when they studied about settlement in America. If not, review what a colony is at this time.*)
2. Show the students your map of the thirteen colonies, the Atlantic Ocean and Europe that you have traced onto a white shower curtain. Shower curtains work great because of their durability, but a large piece of butcher paper would also work. Find an area on the wall to hang this map so that it can be used as a reference throughout the remainder of the unit.
3. Tell the students that by the 1700's many people had traveled across the Atlantic Ocean to live in America, and that during this time period thirteen different colonies had been established. There were actually 2,100,000 people in the thirteen colonies by the year 1770! Using the map, show them the route that they may have taken from England to America. Also, if you have a large classroom timeline, show them this time period in relation to 2002.
4. Also explain that even though there were so many people in America and they were so far away, they still had to follow the rules of England. However, as America grew, they began to feel like a separate country, not part of England. Many people began to dislike the rules or laws that England (or Great Britain) made them follow.
5. Write the word "independence" on a piece of chart paper. Ask the students what it means to have independence. You may want to reword this by asking, "What are some things that you are able to do independently, without any help?" Accept their answers at this time and write their responses on the chart paper under the word independence. Also ask the following questions:
  - a. What are some things that you will be able to do independently in the future, but you cannot do by yourself now?" (*Some responses may be the following: driving a car, going to college, buying a house, etc.*)
  - b. What are some things that you can do now that you weren't able to do when you were a baby? (*walk, talk, read, write, etc.*)
6. Explain that as people get older, they are able to do more things independently. This is how the people in America felt. They had been in America for a long time (over 100 years) and they wanted to have more independence. Tell the students that this led to the American Revolution or the Revolutionary War. Write "American Revolution" and "Revolutionary War" on a large piece of butcher or chart paper. Make sure the students know that these two terms can be used simultaneously. Tell the students that this chart will hang on the wall throughout the entire time they learn about the American Revolution. After every lesson the students will have an opportunity to verbalize what they've learned that day. This information will be written on the chart and used as a review before each day's lesson.

7. Tell the students that as they learn about the Revolutionary War, they will be using their own timeline. Have them construct their own timeline using the instructions from Appendix A and the dates from Appendix B. Appendix A is for teacher use.
  8. These timelines will also be used throughout the unit. Depending on classroom space, the timelines can be either hung on the wall or rolled up and placed in their desks until they are ready for use. They can also be folded accordion style.
  9. As a whole class, list what the students learned in today's lesson on the chart labeled American Revolution.
  10. Then have the students color their map on page 1 (Appendix D) of their American Revolution book. Also have them label the colonies, Atlantic Ocean and England by copying from the large map at the front of the room.
- E. *Assessment/Evaluation*
1. The students will color the map according to the key on page one of their American Revolution books (Appendix D).
  2. The students will be evaluated on their timeline using the rubric from Appendix O. Although the teacher will monitor progress throughout the unit, the timeline can be evaluated at the end of the unit.

**Lesson Two: The Boston Tea Party (approximately one hour)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand the chronological organization of history and know how to organize events and people into major eras. (Colorado State History Standard #1)
    - b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
    - c. Students will gain an awareness of the use of maps, globes, and other geographical tools to locate and derive information about people, places and environments. (Colorado State Geography Standard #1)
  2. Lesson Content
    - a. From Colonies to Independence: The American Revolution
    - b. The Boston Tea Party
  3. Skill Objective(s)
    - a. The students will describe the events related to the Boston Tea Party.
    - b. The students will locate the thirteen colonies on a map.
    - c. The students will track events prior to and during the Revolutionary War using a timeline.
    - d. The students will understand and empathize with the colonists' taxation through a classroom simulation.
- B. *Materials*
1. Individual student timelines from Lesson One
  2. Page 2 of American Revolution book (Appendix E)
  3. *The Boston Tea Party: Angry Colonists Dump British Tea*, by Allison Stark Draper
  4. Large map of thirteen colonies from Lesson One
  5. Appendix P – money (copy and cut out individual money pictures so that each student has 20 pieces of money)
  6. Appendix Q – Timeline Picture (one copy for each student)
- C. *Key Vocabulary*
1. Tax – money that people give the government or people that run the country

2. Illegal – something that is against the law or rules
3. Harbor – an area of water that is surrounded by land on three sides where boats and ships can park

D. *Procedures/Activities*

1. At the beginning of the school day tell the students that they will pretend to be the colonists for the day and the teacher will be King George III from England. Explain to the students that King George III was the ruler in England and made most of the decisions.
2. Pass out the money that was copied and cut out from Appendix P. Each student will have at least 20 pieces of “money.” Assign unreasonable fees for the students throughout the remainder of the day. Tell the students that King George III said that the colonists had to pay extra money for things that they bought from England. This extra money was called a tax and this made the colonists very unhappy. You can decide what you will charge the students, but the following is an example of some fees that can be enforced throughout the school day:
  - a. Use the restroom \$2
  - b. Sharpen your pencil \$3
  - c. Use a piece of paper \$1
  - d. Talk to a neighbor \$5
3. During your history lesson for the day, review with the students what was learned in the previous lesson.
  - a. How many colonies were in America in 1770? (*thirteen*)
  - b. What are the names of these colonies? (*The students can read the names of the colonies from the large map hanging at the front of the room.*)
  - c. Where did the people who lived in these colonies come from? (*England or Great Britain*)
  - d. Who wanted independence, England or the colonists? (*the colonists*)
  - e. What does it mean to have independence? (*To have the right to make decisions and do things on your own.*)
4. Also reread what was written on the chart labeled “American Revolution” from yesterday’s lesson.
5. Explain to the students that today they will be learning about an event that happened before the Revolutionary War, in 1773. Tell the students that even though their timelines begin at 1770, this will be the first thing that they will put on their timeline. Read to the students the book, *The Boston Tea Party: Angry Colonists Dump British Tea*, by Allison Stark Draper.
  - a. After reading page 5, stop at this point to explain that a tax is extra money that has to be paid to the government. This extra money goes to the government (or the person or group of people who are in charge of the country.)
  - b. Page 11 – Explain that doing something illegally means that you are doing something that is against the law. Great Britain had a law that the colonists could only buy tea from them.
6. After reading the book, ask the following questions:
  - a. What were you called if you lived in England? (*English or British*)
  - b. Why were the colonists angry with King George III? (*He started to make the colonists pay a tax on things that came from England, like paper, paint and tea.*)
  - c. Do you think that it was fair that the colonists could only buy tea from England?
  - d. Was the Boston Tea Party really a party? (*no*)

- e. What happened at the Boston Tea Party? (*A group of colonists dressed up like Native Americans, boarded the British ship and dumped all of the tea into the harbor. You may need to define harbor for the students.*)
  - f. Who was the main person who helped organize the Boston Tea Party? (*Samuel Adams*)
  - g. How did King George III feel after the Boston Tea Party? (*angry*) What did he do? (*He wouldn't let any more ships come into the Boston Harbor. This hurt the colonists because they still depended on England to deliver some food and other goods.*)
  - h. In what year was the Boston Tea Party? (*1773*)
7. After reviewing the book, have the students turn to page two of their American Revolution book (Appendix E). Have the students read the information on this page and answer the questions. Depending on the time of year this unit is taught, you may decide to answer the questions in a whole group or at least read the information as a group. (The answers to these questions are the following: *1. patriot 2. King George III 3. tax 4. angry 5. tea; Boston Harbor 6. Boston Tea Party*)
  8. Provide each student with a copy of Appendix Q. Have the students draw a picture of the Boston Tea Party and have them write one sentence at the bottom of the page that summarizes what happened at the Boston Harbor. Instruct the students to paste this picture at 1773 on their own timeline.
  9. Have students verbalize all that they learned in today's lesson and write down their responses on the chart paper labeled Revolutionary War.
  10. Ask the students at the end of the day how they felt about having to pay to use the restroom, sharpen a pencil, etc. Did they think it was fair?
- E. *Assessment/Evaluation*
1. The students will be assessed on their completion of page 2 from their American Revolution book (Appendix E).
  2. The students will be evaluated on their timeline using the rubric from Appendix O.

### **Lesson Three: The Midnight Ride of Paul Revere (approximately two hours)**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
  - b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
  - c. Students will gain an awareness of the use of maps, globes, and other geographical tools in order to locate and derive information about people, places, and environments. (Colorado State Geography Standard #1)
2. Lesson Content
  - a. From Colonies to Independence: The American Revolution
  - b. Paul Revere's Ride, "One if by land, two if by sea"
3. Skill Objective(s)
  - a. The students will draw the path ridden by Paul Revere using a map.
  - b. The students will track the events prior to and during the Revolutionary War using a timeline.
  - c. The students will understand the purpose of Paul Revere's ride.

- d. The students will demonstrate their understanding of Paul Revere's ride by participating in a reenactment.
- B. *Materials*
1. Appendix F, page 3 of American Revolution book
  2. Two lanterns
  3. *The Start of the American Revolutionary War: Paul Revere Rides at Midnight*, by Allison Stark Draper
  4. Appendix R – Paul Revere's Ride - Reenactment (one copy for each student)
  5. Appendix S – Reenactment Assessment
  6. Appendix Q – Timeline Picture (one copy for each student)
  7. Five pieces of construction paper for each group of 7-8 students (see Appendix R)
- C. *Key Vocabulary*
1. Patriot – a person who thought America should be free from British rule
  2. Fort – a strong building or place that can be defended against the enemy
  3. Minutemen – men who promised to be ready to fight within a minute's notice
- D. *Procedures/Activities*
1. Ask the following questions to review what was taught in the previous lesson:
    - a. What event did we put on our timelines yesterday? (*The Boston Tea Party*) What year did the Boston Tea Party happen? (1773)
    - b. Why did they have the Boston Tea Party? (*They were protesting King George III taxing many products that were shipped to the colonies.*)
    - c. What did they do at the Boston Tea Party? (*They boarded a ship in the Boston harbor and dumped all of the tea into the water.*)
  2. Also have the students read together the information that has been written on the chart labeled American Revolution.
  3. Tell the students that today they will be learning about Paul Revere, a famous man who helped warn the American colonists that the British were going to attack.
  4. Introduce the story of Paul Revere by reading, *The Start of the American Revolutionary War: Paul Revere Rides at Midnight*, by Allison Stark Draper.
    - a. Page 8 – Explain that a fort is a building or place that can be defended against an enemy. The British had a fort in New Hampshire where they kept weapons.
    - b. Page 9 – Remind the students that Samuel Adams was one of the leaders of the Boston Tea Party.
  5. Ask the following questions either during the story or after the book has been read:
    - a. On April 18, 1775, a British general named Thomas Gage ordered 800 British soldiers to march to Concord, Massachusetts. What were the soldiers going to do once they got there? (*They were told to arrest John Hancock and Samuel Adams. They were also going to destroy the weapons that the Americans had stored there.*)
    - b. What was the name given to the people who believed that Americans should be free from British rule? (*Patriots*)
    - c. Who was sent to warn John Hancock and Samuel Adams that the British were coming to arrest them? (*Paul Revere*) Was he the only messenger that was sent? (*No. William Dawes was sent by another route.*)
    - d. How did Paul Revere know the way the British were traveling to Boston? (*Another man was a lookout in a church bell tower. The man had two lanterns to give Paul Revere the signal. If only one light was shining, it*

*meant that the British were traveling by land. If two lights were shining, it meant that the British were traveling by sea.)*

- e. How many lights did Paul Revere see? *(two)* How did Paul Revere get to Boston? *(He rowed his boat across the Charles River.)*
  - f. Who were the men that promised to be ready to fight in a minute's notice? *(Minutemen)*
  - g. Did Paul Revere get to John Hancock and Samuel Adams in time? *(Yes)*
  - h. What did both Paul Revere and William Dawes do after Paul Revere and John Hancock were warned? *(They got back on their horses and set off to warn all of the people of Concord that the British were coming.)*
  - i. What happened to Paul Revere on his way to Concord? *(He was captured by British soldiers, but then later let go.)*
6. By using the large map drawn on a shower curtain from Lesson One, label the Boston Harbor using a black marker. Then have the students label their own map, which is located on page 1 of their American Revolution book (Appendix D). Also label Boston and Lexington so the students can see their relation to one another, and have the students label their own maps accordingly. Finally, using a red marker, draw the route from Boston to Lexington that Paul Revere took, having the students do the same on their map using a red pencil or crayon.
  7. Tell the students that they will now have an opportunity to act out Paul Revere's ride. Split the class up into groups of 7-8 students. Depending upon the dynamics in your classroom, you may want to assign the parts. Pass out Appendix R and have the students follow those guidelines. There's no need to have a tremendous amount of dialogue or collect prompts, although you may have to search for two lanterns. Paul Revere's ride could be reenacted in the classroom, although the playground would give the students more room and definite landmarks. For example, the top of the slide could be the bell tower in the church, or an area of grass or sand could represent the Charles River. This activity would likely need to be split into two days, allowing one day for practice and the next day for more practice and then the performance.
  8. In order to assess the reenactment, the teacher could assign points or simply check off each part that the students successfully included in their play using Appendix S.
  9. Ask the students if they remember the year that Paul Revere's ride took place. *(1775)* Explain that this is the next important event that they will be placing on their timelines. Give each student a copy of Appendix Q and have him or her draw a picture of Paul Revere's ride. Each student should also write at least one sentence describing what happened during this event.
  10. Have the students complete page 3 (Appendix F) of their American Revolution book. Then, as a whole group, write everything that the students learned during this lesson on the chart paper labeled American Revolution. (The answers for Appendix F should read, in order, as follows: *John Hancock, Samuel Adams, weapons, Paul Revere, William Dawes, tower, land, water, River, Lexington, Concord, Midnight*)
- E. *Assessment/Evaluation*
1. The students will be assessed on their play using the guidelines from Appendix S.
  2. Page 3 of their American Revolution books (Appendix F) can also be assessed.
  3. The students will be evaluated on their timeline using the rubric from Appendix O.

## **Lesson Four: The Shot Heard Around the World (approximately one hour)**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
  - b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
  - c. Students will gain an awareness of the use of maps, globes, and other geographical tools in order to locate and derive information about people, places and environments. (Colorado State Geography Standard #1)
2. Lesson Content
  - a. From Colonies to Independence: The American Revolution
  - b. American Revolution: Minutemen and Redcoats, the “shot heard around the world”
3. Skill Objective(s)
  - a. The students will define and contrast minutemen and redcoats.
  - b. The students will identify the Battle of Lexington and Concord as the beginning of the Revolutionary War.
  - c. The students will learn that the “shot heard around the world” was the first shot fired at the Battle of Lexington and Concord.
  - d. The students will track events prior to and during the Revolutionary War using a timeline.
  - e. The students will locate the cities of Lexington and Concord on a map.

### **B. Materials**

1. *The Start of the American Revolutionary War: Paul Revere Rides at Midnight*, by Allison Stark Draper
2. Appendix G – page 4 of American Revolution Book
3. Appendix Q – Timeline Picture (one copy for each student)
4. Color pictures of minutemen and redcoats from books or Internet websites (the following websites have some good pictures that can be printed):
  - a. <http://www.yarmouth-minutemen.com>
  - b. <http://footguards.tripod.com>

### **C. Key Vocabulary**

1. Redcoats – the name given to British soldiers because their uniforms were mostly red in color
2. Minutemen – the name given to American soldiers because they promised to be ready to fight in a minute’s notice

### **D. Procedures/Activities**

1. Review with the students what was learned in the previous lessons by reading what has been written on the chart paper labeled American Revolution.
2. Ask the following questions regarding the previous lesson:
  - a. Who was the man who became famous because of his midnight ride to Lexington? (*Paul Revere*)
  - b. What is meant by, “One if by land, two if by sea?” (*If the man in the church bell tower held up one lantern, it would signal to Paul Revere that the British were traveling by land. If there were two lanterns shining in the bell tower, it would signal to Revere that the British were traveling by water.*)

- c. How did the British traveling that night? (*by water*) How do you know? (*Paul Revere saw two lanterns shining in the church bell tower.*)
  - d. What was the main goal of the British soldiers that night? (*They were going to arrest John Hancock and Samuel Adams. There were also going to destroy the weapons that the Americans had stored in Concord.*)
  - e. In what year did this happen? (*1775*)
3. Remind the students that in the book, *The Start of the American Revolutionary War: Paul Revere Rides at Midnight*, the American and British soldiers actually met in Lexington. Read the last page of this book (page 22) to the students again.
  4. Explain to the students that the beginning of the war happened the very next morning after Paul Revere rode to warn everyone that the British were coming. It happened at 4:30 a.m., before most people were even out of bed. Also explain that even though the first shots were fired in Lexington, the British went on to Concord to search for weapons. Therefore, the first battle of the Revolutionary War is called the Battle of Lexington and Concord.
  5. Have the students turn to page one in their American Revolution book (Appendix D) and find where the city of Lexington is located. Next, using the large map at the front of the room, label the city of Concord using a black marker. Have the students label Concord on their own map.
  6. Ask the students, “Who fired the first shot at Lexington?” (*Nobody knows which side fired the first shot.*) Explain to the students that even though we don’t know which side fired that first shot, it became known as, “the shot heard around the world.”
  7. Ask the students why they think that this shot would be called, “the shot heard around the world.” Accept all ideas at this time, but then explain that a gunshot could not actually be heard around the world. It simply meant that this shot was very important because it was the official start of the war. The war changed England and America forever, and the whole world knew about the war, although they couldn’t actually hear it.
  8. Remind the students that the men who fought for independence in America were often called minutemen because they promised to fight in a minute’s notice. Explain to the students that these men were not trained soldiers. They were just ordinary men, many of them farmers. They chose to fight because they felt that England was being unfair and they wanted independence. Show the students a picture of what a minuteman may have looked like. Point out that they did not have fancy uniforms, and their clothing was usually tan, brown, white, or sometimes blue in color.
  9. Then show the students a picture of what a redcoat may have looked like. Explain that these were the British soldiers, and they were called redcoats because their jackets were often red in color. At this point, also explain to the students that not everyone who lived in the colonies agreed that they should have independence from England. Some of the colonists actually fought on the side of the British. Others were undecided.
  10. Have the students turn to page 4 of their American Revolution book (Appendix G). Instruct the students to color the pictures of the minuteman and the redcoat, allowing them to refer to the colored pictures that were shown to them earlier. Then have the students read the statements in the middle of the page and draw a line to either the minuteman or redcoat. The figure on the left is the minuteman. The figure on the right is the redcoat. (*The following statements should have a line drawn to the minuteman: I fight to have independence from England. My clothes are gray and blue. I am a minuteman. These statements should have a*

*line drawn to the redcoat: I fight on the side of the British. I am a redcoat. My jacket is bright red.)*

11. Next, using a copy of Appendix Q, the students should draw a picture representing the Battle of Lexington and Concord and write at least one sentence stating that this was the beginning of the Revolutionary War. This should be pasted under the picture of Paul Revere's ride (1775).
  12. As a whole group, add what the students learned in today's lesson on the chart paper labeled American Revolution.
- E. *Assessment/Evaluation*
1. The students will be assessed based on their completion of page 4 of their American Revolution book (Appendix G).
  2. The students will be evaluated on their timeline using the rubric from Appendix O.

### **Lesson Five: The Declaration of Independence (approximately one hour)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
    - b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
  2. Lesson Content
    - a. From Colonies to Independence: The American Revolution
    - b. Thomas Jefferson and the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal..."
  3. Skill Objective(s)
    - a. The students will identify Thomas Jefferson as one of the main writers of the Declaration of Independence.
    - b. The students will understand why the Declaration of Independence was written.
    - c. The students will recognize July 4, 1776 as the day that the Declaration of Independence was approved.
    - d. The students will write ways in which their own family celebrates Independence Day.
    - e. The students will track events prior to and during the Revolutionary War using a timeline.
- B. *Materials*
1. *The Declaration of Independence: Foundation for America*, by Jon Wilson
  2. Appendix H – page 5 of American Revolution book (also copy onto poster board or make a copy on overhead)
  3. Appendix T – Declaration of Independence – Vocabulary
  4. Appendix I – page 6 of American Revolution book
  5. Appendix Q – Timeline Picture (one copy for each student)
- C. *Key Vocabulary*
1. Declaration – a public statement or announcement of something important
  2. See Appendix T for a complete list of vocabulary words.
- D. *Procedures/Activities*
1. Review the previous lessons by reading the information on the chart labeled American Revolution.
  2. Ask the students the following questions about yesterday's lesson:

- a. Where were the first shots fired that began the Revolutionary War? (*Lexington*)
  - b. What have people called this first shot? (“*the shot heard around the world*”)
  - c. What was this first battle called? (*The Battle of Lexington and Concord*)
  - d. In what year did the war begin? (*1775*)
  - e. What was the nickname given to the British soldiers? (*redcoats*) What was the nickname given to colonists who promised to fight in a minute’s notice? (*minutemen*)
3. Tell the students that today they will be learning about an important document that was written just a little over a year after the war began, in 1776. This document, or piece of writing, is called The Declaration of Independence.
  4. Read to the students the book, *The Declaration of Independence: Foundation for America*, pages 12 – 23. Ask the following questions after reading this section of the book.
    - a. What is a declaration? (*a public statement or announcement of something important*)
    - b. Who wrote most of the Declaration of Independence? (*Thomas Jefferson*) Why did he do most of the writing? (*He was the best writer.*)
    - c. Why was the Declaration of Independence written? (*It announced that the colonists wanted freedom from British rule and explained why they wanted their independence.*)
    - d. The Declaration of Independence was approved on what famous day? (*July 4, 1776, the Fourth of July, Independence Day*)
  5. Explain to the students that although the Declaration of Independence is quite long, there is one part that is particularly important to Americans. Show this statement to the students by either making an overhead copy of Appendix H or writing the statement on a piece of poster board. This is also located on page 5 of their American Revolution book. Read this statement to the students, explaining that you will explain many of the words after you read it.
  6. Use Appendix T to give a definition to many of the words in this sentence, putting each part into words that are more understandable to first graders. You can use your own words or use the summary that I have given at the bottom of Appendix T.
  7. Remind the students that the Declaration of Independence was approved on July 4, 1776, before the war was even over. Americans still celebrate on July 4<sup>th</sup> every year to remember how we became independent. This day is also called the Fourth of July or Independence Day.
  8. Have students brainstorm on a piece of chart paper different ways that people celebrate Independence Day. Then have them complete page 6 in their American Revolution book. (The items on page 6 (Appendix I) should match as follows: *1-b, 2-a, 3-e, 4-f, 5-d, 6-c*)
  9. Using copies of Appendix Q, have the students draw a picture representing Independence Day. They should write the following sentence: “Thomas Jefferson wrote the Declaration of Independence. It was approved on July 4, 1776. We still celebrate Independence Day on July 4<sup>th</sup>.” Write this statement on the board to assure that spelling is correct. This then needs to be pasted under 1776 on their timeline.
  10. As a whole class, list everything that they learned in today’s lesson on the chart paper labeled American Revolution.

- E. *Assessment/Evaluation*
1. The students will be assessed based on their completion of page 6 of their American Revolution book (Appendix I).
  2. The students will be evaluated on their timeline using the rubric from Appendix O.

**Lesson Six: George Washington: The Father of Our Country (approximately one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
  - b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
2. Lesson Content
  - a. From Colonies to Independence: The American Revolution
  - b. George Washington: from military commander to our first president, Martha Washington, Our national capital, City named Washington
3. Skill Objective(s)
  - a. The students will track events prior to and during the Revolutionary War using a timeline.
  - b. The students will identify George Washington as the first president of the United States and a general in the Revolutionary War.
  - c. The students will list facts about George Washington by using a Venn diagram.
  - d. The students will know that our national capital, Washington D.C., was named after George Washington.

B. *Materials*

1. Appendix K – page 8 of American Revolution Book
2. *George Washington: Our First President*, by Garnet Jackson
3. Several \$1 bills to pass around the classroom
4. Appendix U – Venn Diagram (enlarge this onto a large piece of butcher paper using an overhead or opaque projector)
5. *15 Easy-to-Read Biography Mini-Books: Famous Americans*, by Susan Washburn Buckley (make copies of the mini book, *George Washington: Our First President*; this book is optional)
6. Appendix J – Quite a Guy! (copy onto poster board or make an overhead copy; this is also page 7 of their American Revolution book)
7. Appendix Q – Timeline Picture (one copy for each student)
8. Picture of the Washington Monument (pictures can be found on the Internet at <http://www.kestan.com/travel/dc/monument>)

C. *Key Vocabulary*

1. Surveyor – someone who measures land and makes maps to describe the land
2. President – a president is someone who is the leader over a group of people; in our country it is someone who is elected by the people
3. Democracy – a government where the people in that country get to decide (or vote on) whom their leaders will be (as opposed to having a king where the people do not get to decide)

D. *Procedures/Activities*

1. Review the previous lessons by reading the information that the class has accumulated on the chart labeled American Revolution.

2. Ask the following questions to review the previous lesson:
  - a. What document was written to declare our independence from England? (*The Declaration of Independence*)
  - b. Who was the main writer of the Declaration of Independence? (*Thomas Jefferson*)
  - c. In what year was the Declaration of Independence written? (*1776*)
  - d. On what day do we celebrate our independence from Great Britain? It was also the day that the Declaration of Independence was approved. (*The Fourth of July, Independence Day*)
3. Hold up a one-dollar bill and ask the students if they know whose picture is printed on this bill. Obtain several one-dollar bills so that they can circulate around the classroom and students can look closely at the picture.
4. If the students don't know whose picture is printed on the one-dollar bill, tell them at this time. Tell them that George Washington is known as the father of our country. Many of the students may remember some facts about George Washington from kindergarten. As a group, list what they know about George Washington on the enlarged Venn diagram inside his profile (Appendix U).
5. Read to the students the book, *George Washington: Our First President*, by Garnet Jackson. After completing the book, ask the following questions.
  - a. What did George Washington do for a job when he was very young? (*He measured land and made maps of the land. He was a surveyor.*)
  - b. What did Washington become a part of when he was only 20 years old? (*The army*)
  - c. Who did George Washington marry? (*Martha Custis*)
  - d. George Washington was a great leader, a general, in what war? (*The Revolutionary War*)
  - e. George Washington was our very first president. In what year did he become president? (*1789*)
  - f. What made George Washington a good leader? (*Answers from students may vary. He was honest, a hard worker, friendly, smart, and he passed good laws while he was president.*)
6. Also tell the students that our capital, Washington D.C., was named after George Washington. This is where the White House is located and where most of the important decisions about our country are made.
7. Teach the students the song, "Quite A Guy!" (Appendix J) to help them remember some of the important facts about Washington. This is sung to the tune of "Yankee Doodle Dandy." After singing the song once through, you may need to give an explanation of the words survey and democracy. Also explain that the Washington Monument is in Washington D.C. If available, show the students a picture of the Washington Monument.
8. After practicing the song a few times, continue adding facts about George Washington to Washington's side of the Venn diagram.
9. Ask the students again if they remember the year that George Washington was elected president. (*1789*)
10. Tell them that this is important because he was our first president, and therefore, this event needs to be placed on their timeline. As before, use Appendix Q for their timeline picture and have them paste under the year, 1789. Have them write the following under their picture: "George Washington became our first president in 1789. He was a great leader in the Revolutionary War. Our capital, Washington D.C., was named after him." Write this statement on the board to help assure correct spelling.

11. Have the students complete page 8 (Appendix K) in their American Revolution book. The answers for Appendix K are as follows: 1.) answers can vary 2.) first 3.) general 4.) \$1bill 5.) Martha Custis
  12. List as a group everything that they learned in today's lesson on the chart labeled American Revolution.
- E. *Assessment/Evaluation*
1. The students will be assessed on their completion of page 8 (Appendix K) of their American Revolution book.
  2. The students will be evaluated on their timeline using the rubric from Appendix O.

**Lesson Seven: The Amazing Benjamin Franklin (approximately 60-90 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
  - b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
2. Lesson Content
  - a. From Colonies to Independence: The American Revolution
  - b. Benjamin Franklin: patriot, inventor, writer
3. Skill Objective(s)
  - a. The students will list facts about Benjamin Franklin on a Venn diagram and make comparisons to George Washington.
  - b. The students will write a paragraph describing at least two ways that Benjamin Franklin helped America during the American Revolution.
  - c. The students will identify a few of the many accomplishments made by Benjamin Franklin during his life.
  - d. The students will track events prior to and during the Revolutionary War using a timeline.

B. *Materials*

1. *A Picture Book of Benjamin Franklin*, by David A. Adler
2. Appendix L – page 9 of American Revolution book
3. Appendix Q – Timeline Picture (one copy for each student)
4. Appendix V – Rubric for paragraph assessment
5. *Who Was Ben Franklin?*, by Dennis Brindell Fradin (optional)

C. *Key Vocabulary*

1. Patriot – a person who thought the colonists should be free from British rule

D. *Procedures/Activities*

1. Review what the students have learned about the American Revolution by having them read the information that has been written on the chart labeled American Revolution.
2. Also have the students read the information that has been written so far on the George Washington part of the Venn diagram.
3. Tell the students that they will be filling in the other part of the Venn diagram with information about Benjamin Franklin. Therefore, when they are listening to the story about Benjamin Franklin, they need to be listening closely so that they can add many details about his life.
4. Read to the students the book, *A Picture Book of Benjamin Franklin*, by David A Adler. There is another book called, *Who Was Benjamin Franklin?*, by Dennis

Brindell Fradin. This book is great and tells the life of Benjamin Franklin in a very clear and understandable way. However, it is lengthy and would probably need to be read to the students over 3-4 days.

5. After reading about Benjamin Franklin, ask the following questions:
  - a. What were some of Benjamin Franklin's jobs? (*candle maker, was a printer, published a newspaper, was postmaster, set up the first library and hospital in America, was a scientist*)
  - b. What were some of his inventions? (*He invented swimming paddles, the Franklin stove, bifocal glasses, a long arm to read books on shelves, and the lightning rod. He also proved that lightening was electricity.*)  
These are the inventions listed in the book, *A Picture Book of Benjamin Franklin*.
  - c. Why was he important during the American Revolution? What did he do? (*He tried to convince England to stop taxing the colonists unfairly. He was chosen to help write the Declaration of Independence. He convinced the French to help the Americans in the war.*)
6. As a group, write on Benjamin Franklin's side of the Venn diagram, listing all the information that they can remember from the book. Then have the students compare George Washington and Benjamin Franklin, listing their similarities in the middle section. Instruct the students to think about what their personalities may have been like in order to accomplish so much. Also instruct them to think about how they were both involved in the Revolutionary War.
7. Remind the students that Benjamin Franklin went to France to convince them to help the colonists with the Revolutionary War. Having France's help really helped the Americans, and in 1783, we won the war. America officially became independent from England. Have the students use a copy of Appendix Q and draw a picture of what it may have been like when the American Revolution was finally won. The students should write the following: "The Revolutionary War is won by the Americans!" Then have the students paste this picture under 1783 on their timeline.
8. Have the students complete page 9 (Appendix L) of their American Revolution book. Encourage the students to write their rough draft of their paragraph on a separate piece of paper. Appendix V is a rubric that I often use to evaluate their writing. If you teach this unit early in the year, you may choose to write a paragraph together in class.
9. List on the chart labeled American Revolution what was learned in today's lesson.

E. *Assessment/Evaluation*

1. The students will be assessed based on completion of page 9 of their American Revolution book (Appendix L).
2. Use Appendix V to evaluate their paragraph about Benjamin Franklin.
3. The students will be evaluated on their timeline using the rubric from Appendix O.

**Lesson Eight: Betsy Ross and the American Flag (approximately one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)

- b. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
  - 2. Lesson Content
    - a. From Colonies to Independence: The American Revolution
    - b. Legend of Betsy Ross and the flag
  - 3. Skill Objective(s)
    - a. The students will identify Betsy Ross as the woman believed to have sewn the first American flag.
    - b. The students will compare and contrast the original American flag with today's flag.
    - c. The students will understand what the stars and strips on the flag represent.
- B. *Materials*
  - 1. Directions for making a perfect 5-point star (directions can be found at <http://www.ushistory.org/betsy/flagtale.html>)
  - 2. Appendix M – page 10 of American Revolution book
  - 3. Appendix N– page 11 of American Revolution book
  - 4. Appendix Q – Timeline Picture
  - 5. *15 Easy-to Read Biography Mini-Books: Famous Americans*, by Susan Washburn Buckley (make a copy of the mini-book, *Betsy Ross: Stars and Stripes*, for each student in the class)
  - 6. American flag
  - 7. Picture of the original American flag (a great picture is located at <http://www.ushistory.org/betsy/more/weisgerber.html>)
  - 8. 8 ½ X 10 inch pieces of paper (one for each student and teacher)
- C. *Key Vocabulary*
  - 1. Legend – a story that is passed down through time and believed to have a historical basis
- D. *Procedures/Activities*
  - 1. Review previous lessons by reading the information on the chart labeled American Revolution. Also read the information on the Venn diagram about George Washington and Benjamin Franklin.
  - 2. Allow time for students to read their paragraphs about Benjamin Franklin if they wish.
  - 3. Tell the students that even before the war was over, it was decided that the United States of America should have its own flag. Explain to them that today they will be learning about the legend of Betsy Ross and the American flag. Make sure the students understand that a legend is a story that has been told over many years, and therefore, we are not sure that it is completely true. Tell them that shortly before the Declaration of Independence was signed, in 1776, Betsy Ross was asked to sew the first American flag. It is believed that George Washington, along with two other people, asked her to sew this flag.
  - 4. The legend continues!! It has also been said that George Washington showed her a design of the flag that included a six-pointed star. However, Betsy Ross suggested a five-pointed star, and then she demonstrated how to cut the star in one single cut. Of course, they were very impressed.
  - 5. Using the instructions from the website, <http://www.ushistory.org/betsy/flagstar.html> and an 8 1/2 X 10 inch piece of paper, show the students how this perfect five-point star can be made. If you're really brave, give each student an 8 ½ X 10 inch piece of paper and have them create their own star as you demonstrate. This can be done with first graders,

although it would be helpful to have a couple of other adults in the room to help guide the students.

6. Pass out the mini-book, *Betsy Ross: Stars and Stripes*, and have each student read and color. When they complete this book, ask the following questions.
    - a. Who asked Betsy Ross to make the first American flag? (*George Washington. Explain to students again that it is actually believed that two other people went with Washington to ask her to make this flag. A picture representing this is located at <http://www.ushistory.org/betsy/more/weisgerber.html>*)
    - b. How many stars were on the original flag? (*13*) Why were there 13 stars? (*The stars represented the number of states, or colonies, at that time.*)
    - c. How many stripes were on the flag? (*thirteen – one stripe for each state*)
  7. Show the students what our flag looks like today and what it looked like in 1776. Ask the students how these flags are still the same. (*There are still 13 red and white stripes. There is a blue background behind the stripes.*)
  8. Ask the students how the two flags are different. (*Our flag today has fifty stars. The original flag has 13 stars and are formed in a circle.*) Be sure the students understand that today's flag has 50 stars to represent our fifty states.
  9. Using a copy of Appendix Q, have the students draw a picture representing Betsy Ross and the flag. Students may simply draw the first flag in this space. Have the students write the following information below the picture, "Betsy Ross sewed our first American flag in 1776. Legend says that George Washington asked her to make this flag." Write this statement on the board to assure correct spelling.
  10. Have the students complete page 10 (Appendix M) in their American Revolution book and color the picture of the original flag on page 11 (Appendix N). (The answers for Appendix M should be the following and in this order: *Declaration of Independence, flag, George Washington, Betsy Ross, thirteen, colonies, circle, fifty*)
  11. As a class, write what was learned in today's lesson on the chart labeled American Revolution.
- E. *Assessment/Evaluation*
1. The students will be evaluated on their timeline using the rubric from Appendix O.
  2. The students will be assessed on their completion of pages 10 and 11 of their American Revolution book (Appendixes M and N).
  3. Appendix W, pages 1, 2, & 3 can be given to students as a final assessment. See the Culminating Activity as a way to review for this assessment. Make sure their American Revolution books are graded and corrected so that they have accurate information to review for the final assessment. Appendix X is the answer key for this final assessment.

## VI. CULMINATING ACTIVITY

- A. Play a game with the students in order to review for the final assessment. In order to play this game you will need the following items:
  1. index cards
  2. large piece of poster board
  3. 16 library pockets (as typically glued to the inside of library books)
- B. Glue the library pockets to the poster board making four rows of four. The top row should be labeled with a large 5 above each pocket to show that everything in this row is

worth 5 points. The second row is labeled 10 points each. The third row is labeled 15 points each, and the fourth row is labeled 20 points each.

- C. Using the questions listed below, write the questions on the index cards. Also write the point value of each question on the back of the cards. These cards will then be inserted into the corresponding library pockets.
- D. To play this game, split the class into groups of three to four students. Each group takes turns choosing a question to answer. They can choose a 5, 10, 15 or 20-point question. If the group answers the question correctly, they receive the points for their team. Make sure that the team members discuss their answers and agree before giving a final answer. A spokesperson should be assigned for each group to prevent students from yelling out answers.
- E. The following are questions that can be used to play this game.
1. Who was the first president of the United States of America? (*George Washington*) – 5 points
  2. The people who settled in America were called \_\_\_\_\_. (*colonists*) – 5 points
  3. During the time of the American Revolution, how many colonies were there? (*13*) – 5 points
  4. How many stars and stripes were on the original American flag? (*13*) – 5 points
  5. How many stars are on our current American flag? (*fifty*) – 5 points
  6. On what day do we celebrate our independence from England? (*Independence Day or Fourth of July*) – 5 points
  7. Who won the Revolutionary War? (*the Americans*) – 5 points
  8. On what piece of money can we find a picture of George Washington? (*one-dollar bill*) – 5 points
  9. Name one of Benjamin Franklin's jobs. (*candle maker, printer, publisher of a newspaper, postmaster, scientist*) – 5 points
  10. Who was the king of England during the American Revolution? (*King George III*) – 10 points
  11. Our capital city was named after George Washington. What is the name of this city? (*Washington D.C.*) – 10 points
  12. Who were the people called who lived in England (or Great Britain)? (*British or English*) – 10 points
  13. What were the men called who were ready to fight in a minute's notice? (*minutemen*) – 10 points
  14. What was the name given to the British soldiers? (*redcoats*) – 10 points
  15. What is the extra money that the colonists had to pay to England called? (*tax*) – 10 points
  16. What great leader during the American Revolution was a patriot, an inventor and a writer? (*Benjamin Franklin*) – 10 points
  17. The man in the church bell tower held up two lanterns. What did that mean? (*The British were traveling to Boston by water.*) – 10 points
  18. Where did the colonists dump the British tea? (*The Boston Harbor*) – 15 points.
  19. It is believed that this person asked Betsy Ross to sew the first American flag? (*George Washington*) – 15 points
  20. Where were the first shots of the Revolutionary War fired? (*Lexington*) – 15 points
  21. What was the name given to people who believed that Americans should be free from British rule? (*patriots*) – 15 points
  22. Who was the main writer of the Declaration of Independence? (*Thomas Jefferson*) – 15 points

23. Who was sent to warn John Hancock and Samuel Adams that British soldiers were coming to arrest them? (*Paul Revere and William Dawes*) – 15 points
24. During the Boston Tea Party, how did the colonists dress? (*like Indians*) – 15 points
25. The “shot heard around the world” marked the beginning of what? (*The Revolutionary War*) – 15 points
26. What great leader of the American Revolution is called “the father of our country?” (*George Washington*) – 15 points
27. What was the first battle of the Revolutionary War? (*The Battle of Lexington and Concord*) – 20 points
28. In what year did the Revolutionary War begin? (*1775*) – 20 points
29. What year was the Boston Tea Party? (*1773*) – 20 points
30. On the night of Paul Revere’s ride, what were the British soldiers planning to do? (*They were planning to arrest John Hancock and Samuel Adams. They were also planning to destroy weapons.*) – 20 points
31. Why is July 4, 1776 an important date? (*The Declaration of Independence was approved on this date.*) – 20 points
32. Why was the Declaration of Independence written? (*It announced that the colonies wanted independence from England. It was also written to explain why they wanted that independence.*) – 20 points
33. What was George Washington’s job during the Revolutionary War? (*general*) – 20 points
34. What were three things that Benjamin Franklin did during the time of the American Revolution? (*He tried to convince England to stop taxing the colonists unfairly. He was chosen to help write the Declaration of Independence. He convinced the French to help the Americans in the war.*) – 20 points
35. In what year did we win the war? (*1783*) – 20 points

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Timeline Instructions
- B. Appendix B: Timeline Dates
- C. Appendix C: American Revolution Book Cover
- D. Appendix D: 13 Colonies Map
- E. Appendix E: The Boston Tea Party
- F. Appendix F: The Midnight Ride of Paul Revere
- G. Appendix G: The Shot Heard Around the World
- H. Appendix H: The Declaration of Independence
- I. Appendix I: Thomas Jefferson and the Declaration of Independence
- J. Appendix J: Quite A Guy!
- K. Appendix K: George Washington
- L. Appendix L: Benjamin Franklin
- M. Appendix M: Betsy Ross
- N. Appendix N: Original American Flag
- O. Appendix O: Timeline Rubric
- P. Appendix P: Taxation Simulation
- Q. Appendix Q: Timeline Picture
- R. Appendix R: Paul Revere’s Ride - Reenactment
- S. Appendix S: Reenactment Assessment
- T. Appendix T: The Declaration of Independence – Vocabulary
- U. Appendix U: Venn Diagram
- V. Appendix V: Paragraph Rubric

- W. Appendix W: Final Assessment
- X. Appendix X: American Revolution Test Answer Key

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Appendix A  
Timeline Instructions  
American Revolution Timeline

You will need:

-Two pieces of construction paper per student in the following colors (size 4 ¼" X 5 ½ "):

red, orange, yellow, green, light blue, white, purple, pink, brown, and dark blue

(Cut 8 ½ " X 11" pieces of construction paper in half)

-Tape

-Copy of dates on Appendix B for each student

Have the students tape their pieces of construction paper together in the following order with the longest sides taped together. Students will also need to cut out the dates from Appendix B and paste in the correct order at the top of each color. Each color will represent one year and the pattern of colors will repeat every ten years.

red - 1770

orange - 1771

yellow - 1772

green - 1773

light blue - 1774

white - 1775

purple - 1776

pink - 1777

brown - 1778

dark blue - 1779

red - 1780

orange - 1781

yellow - 1782

green - 1783

light blue - 1784

white - 1785

purple - 1786

pink - 1787

brown - 1788

dark blue - 1789

Appendix B  
Timeline Dates

1770 1776 1782 1788

1771 1777 1783 1789

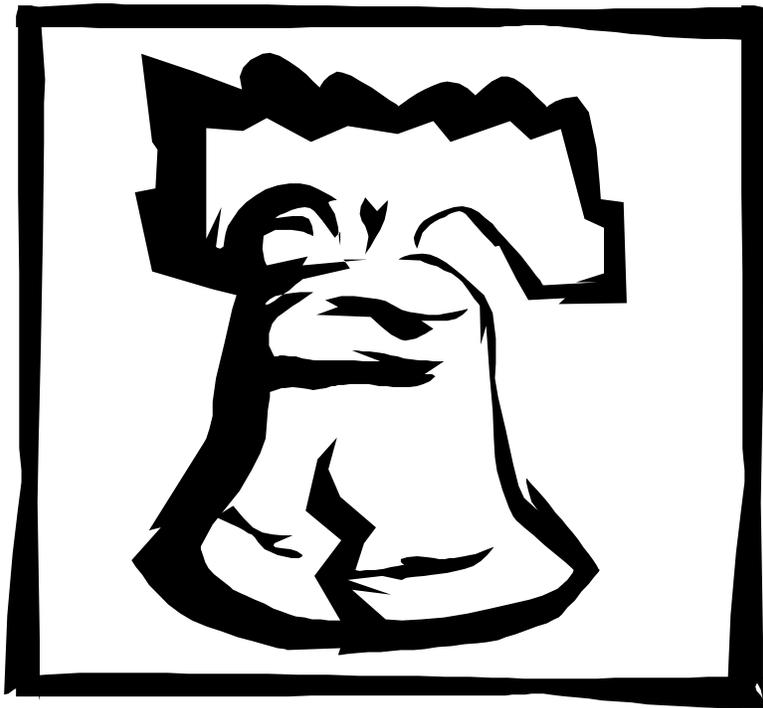
1772 1778 1784

1773 1779 1785

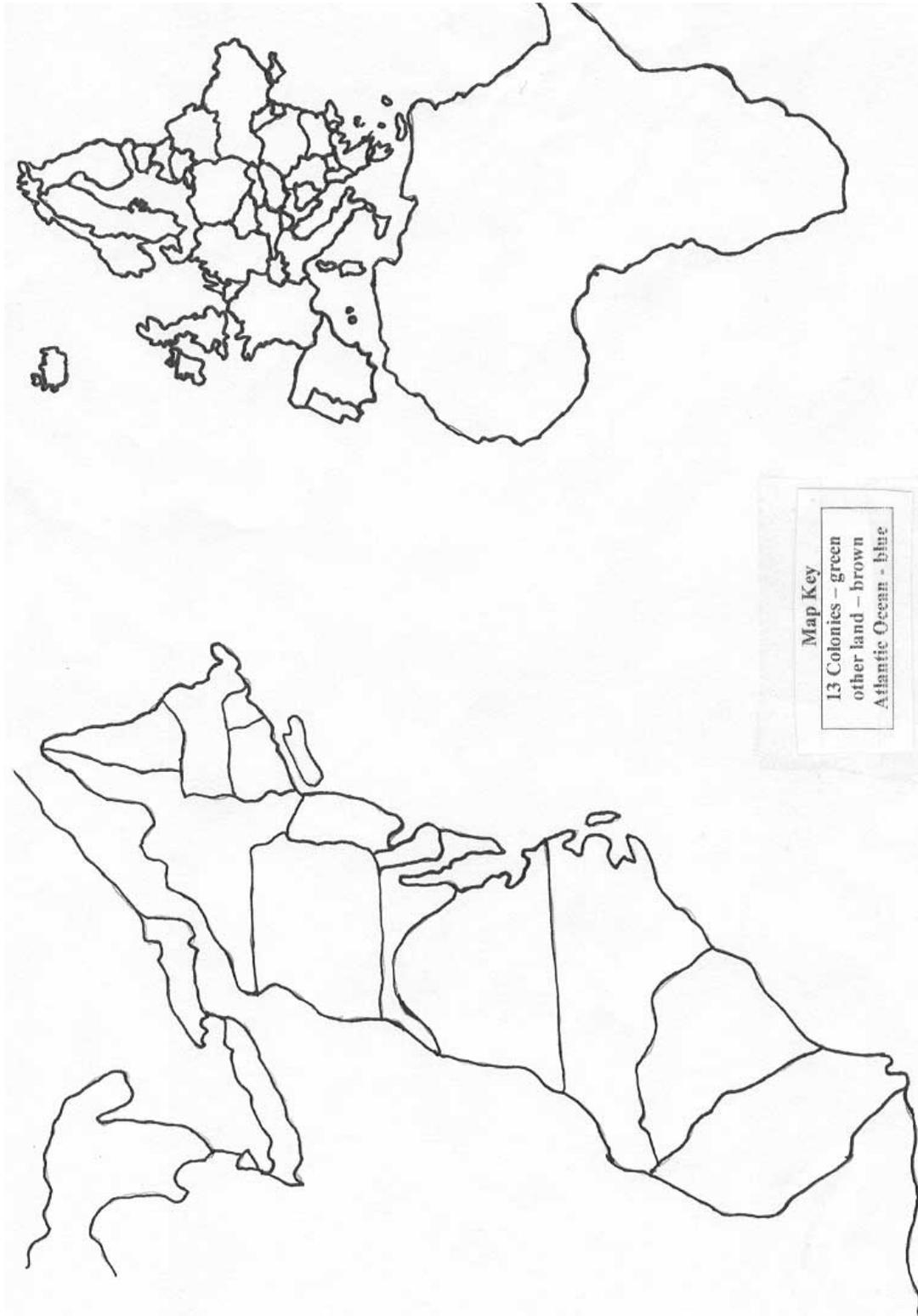
1774 1780 1786

1775 1781 1787

# The American Revolution



Appendix D  
13 Colonies Map



Pg. 1

## The Boston Tea Party

The Boston Tea Party was not really a party. King George III was making the colonists pay a tax on things like paper, paint and tea. A tax is extra money that is paid to the government. The colonists were angry that they had to pay this tax. One night in 1773, a group of men dressed up like Indians boarded one of the British ships and dumped all of the tea into the Boston Harbor. This group of men were called patriots. Patriots were people who loved America and wanted independence from England and King George III.

1. In 1773, a \_\_\_\_\_ was someone who loved America and wanted independence.
2. \_\_\_\_\_ was the king of England.
3. The colonists had to pay extra money to England called a \_\_\_\_\_.
4. Having to pay tax on things like paper, paint and tea made the colonists feel \_\_\_\_\_.
5. To protest the tax, a group of patriots boarded a ship and dumped \_\_\_\_\_ into the \_\_\_\_\_.
6. We call this dumping of the tea the \_\_\_\_\_.

## The Midnight Ride of Paul Revere

Use the words at the bottom of the page to fill in the following sentences.

On April 18, 1775, British soldiers were ordered to arrest \_\_\_\_\_ and \_\_\_\_\_. They were also sent to destroy \_\_\_\_\_ in Concord, Massachusetts. \_\_\_\_\_ and \_\_\_\_\_ were sent to warn people that the British were coming. A man was a lookout in a church bell \_\_\_\_\_. If the man held up only one lantern, the British would be traveling by \_\_\_\_\_. If there were two lanterns shining in the tower, the British would be traveling by \_\_\_\_\_. Because there were two lights shining, Paul Revere knew the soldiers were traveling by water. Paul Revere rowed his boat across the Charles \_\_\_\_\_. He made it to \_\_\_\_\_ to warn John Hancock and Samuel Adams. Then he went to \_\_\_\_\_ to warn the people there yelling, "The British are coming! The British are coming!" On his way to Concord, British soldiers captured him. Luckily, he was let go. Because all of this happened so late at night, Paul Revere's ride became known as the \_\_\_\_\_ ride of Paul Revere.

---

John Hancock  
tower  
land

River  
Lexington  
Midnight

Samuel Adams  
weapons  
Paul Revere

William Dawes  
water  
Concord

Appendix G  
The Shot Heard Around the World

**The Battle of Lexington and Concord**  
**The Revolutionary War Begins**

Early in the morning in 1775, just hours after Paul Revere's Ride, the American Revolution began. It began in the city of Lexington as colonists and British soldiers gathered in a grassy area. Nobody knows which side fired first, but that shot became known as "the shot heard around the world." This shot wasn't really heard around the world, but it did start the Revolutionary War. Many colonists helped fight the war. Some of these men were called minutemen because they were ready to fight in a minute's notice. Their clothes were plainer than the British soldiers, and they were usually blue, gray and/or white. The British soldiers wore fancier uniforms and usually wore bright red jackets. Because of this, they were called redcoats.



I fight on the side  
of the British

I fight to have  
independence from England.

I am a redcoat.

My clothes are gray  
and blue.

My jacket is bright red.

I am a minuteman



# The Declaration of Independence

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

## The Declaration of Independence

Draw a line from the word or phrase on the left to the statement on the right. Each number should be matched to one letter.

- |                                    |                                                                                    |
|------------------------------------|------------------------------------------------------------------------------------|
| 1. Thomas Jefferson                | a. A written statement saying that the colonists wanted independence from England. |
| 2. The Declaration of Independence | b. The person who wrote most of the Declaration of Independence                    |
| 3. July 4, 1776                    | c. We celebrate our independence on this day.                                      |
| 4. independence                    | d. a public statement or announcement of something important                       |
| 5. declaration                     | e. The Declaration of Independence was approved on this date.                      |
| 6. Independence Day                | f. This word means having freedom or not being controlled by someone else.         |

Appendix J  
Quite A Guy!

## Quite A Guy!

(Sung to the tune of “Yankee Doodle Dandy”)

Here’s a song of Washington,  
General in the army.  
Married Martha Custis and  
He’s father of our country!

*Chorus:*

Washington was quite a guy!  
First president ever.  
Would he let his country down?  
No! Impossible! Never!

Surveyed the land when he was young.  
Was honest in his youth.  
Did he chop down a cherry tree?  
He always told the truth.

*(Repeat chorus.)*

Two terms he served as president.  
Would not be called a king.  
Made it clear to all concerned  
Democracy was his thing!

*(Repeat chorus.)*

He’s honored with a monument.  
He’s on our dollar bill.  
Could we, in time, forget this man?  
Oh no! We never will!

*(Repeat chorus.)*

## George Washington: Father of our Country



George Washington



Washington Monument

1. List two things you learned about George Washington.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. George Washington was our \_\_\_\_\_ president.
  - A. second
  - B. third
  - C. first
3. George Washington was a \_\_\_\_\_ in the Revolutionary War.
  - A. general
  - B. cook
  - C. private
4. On what piece of money do we see George Washington's picture?
  - A. a quarter
  - B. \$1 bill
  - C. \$100 bill
5. Who did George Washington marry?
  - A. Mary Robinson
  - B. Martha Custis
  - C. Nancy Reagan



## Betsy Ross and the American Flag

Use the words at the bottom of the page to complete the story about Betsy Ross and our American flag.

---

In 1776 the colonists declared their independence from England by writing the \_\_\_\_\_.

If America was going to be its own country, it needed a \_\_\_\_\_.

It is believed that \_\_\_\_\_ asked \_\_\_\_\_ to sew the first American flag. This first flag had \_\_\_\_\_ stars and 13 stripes because there were 13 \_\_\_\_\_.

The stars were in the form of a \_\_\_\_\_. Today our American flag has \_\_\_\_\_ stars because we have fifty states.

---

circle

flag

thirteen

Declaration of Independence

colonies

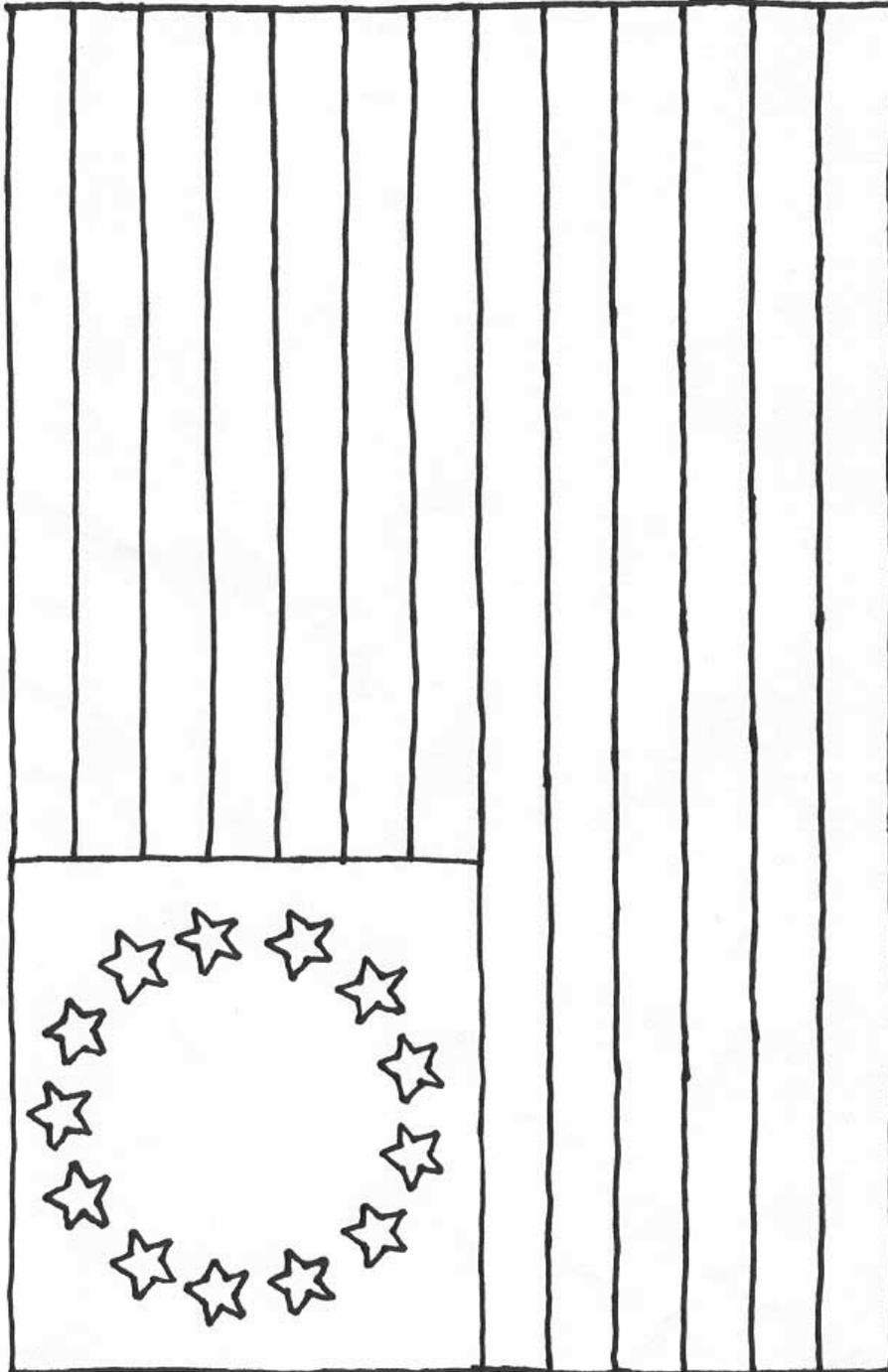
fifty

George Washington

Betsy Ross

Appendix N  
Original American Flag

Color the flag according to what our first American flag looked like.



Pg. 11

Appendix O  
Timeline Rubric

## American Revolution Timeline

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria					Points
Points	4	3	2	1	
<b>Documentation of Events</b>	All 7 events from the unit are present, including description and illustration	At least 6 events from the unit are present, including description and illustration	At least 5 events from the unit are present, including description and illustration	Less than 5 events from the unit are present, including description and illustration	_____
<b>Accuracy</b>	All dates indicated on the timeline are correct and sequenced in the proper order.	At least 1 of the dates or sequences is not in the proper order.	At least 2 of the dates or sequences are not in the proper order.	At least 3 of the dates or sequences are not in the proper order.	_____
<b>Illustrations</b>	All 7 events are illustrated and show the student's best effort to depict the events.	At least 6 events are illustrated and show the student's best effort to depict the events.	At least 5 events are illustrated and show the student's best effort to depict the events.	Less than 5 events are illustrated and show the student's best effort to depict the events.	_____
<b>Legibility and Spelling</b>	All 7 descriptions are clearly legible with no more than 3 spelling errors.	The timeline descriptions are marginally legible with no more than 5 spelling errors	The timeline descriptions are illegible in places and have greater than 5 spelling errors.	The timeline descriptions are illegible and have numerous spelling errors.	_____
<b>Total Points</b>					_____
					<b>20</b>

Appendix P  
Taxation Simulation



Appendix Q  
Timeline Picture

A large rectangular box with a double-line border, intended for a timeline picture. The bottom portion of the box contains four horizontal lines for writing.

Appendix R  
Paul Revere's Ride - Reenactment

## Paul Revere's Ride

Your group's job is to act out Paul Revere's ride. First, your group will need to decide who will be acting like the different people. The following are the people who need to be in the play:

Paul Revere	William Dawes
man in the church bell tower	John Hancock
Samuel Adams	British soldiers - 2 to 3 people

Then decide where the following will be located:

Boston	Lexington
Charles River	Concord
Church bell tower	

(Write these places on the pieces of construction paper and tape them to the places that you want them to be.)

The only words that need to be spoken are by Paul Revere. He needs to yell, "The British are coming! The British are coming!" If your group decides to add other people speaking, that would be great. You will receive extra points for this.

Appendix S  
Reenactment Assessment

**Names of group members:**

Paul Revere \_\_\_\_\_  
William Dawes \_\_\_\_\_  
Man in bell tower \_\_\_\_\_  
John Hancock \_\_\_\_\_  
Samuel Adams \_\_\_\_\_  
British soldiers \_\_\_\_\_

**Assign points or simply check off to assess what each group accomplished during the reenactment. Share this list with the students so they know exactly what is expected of them.**

- \_\_\_\_\_ Did each student have a part to play?
- \_\_\_\_\_ Were all of the locations labeled?
  - \_\_\_\_\_ Boston
  - \_\_\_\_\_ Charles River
  - \_\_\_\_\_ church bell tower
  - \_\_\_\_\_ Lexington
  - \_\_\_\_\_ Concord
- \_\_\_\_\_ Did the person in the bell tower show two lanterns?
- \_\_\_\_\_ Did Paul Revere start in Boston, travel across the Charles River and then to Lexington?
- \_\_\_\_\_ Did William Dawes follow a different route, but still end up in Lexington?
- \_\_\_\_\_ Did Paul Revere stop to warn John Hancock and Samuel Adams?
- \_\_\_\_\_ Did William Dawes also stop to warn John Hancock and Samuel Adams after Paul Revere?
- \_\_\_\_\_ Did Paul Revere and William Dawes both head toward Concord after warning Hancock and Adams in Lexington?
- \_\_\_\_\_ Did Paul Revere yell, "The British are coming!"
- \_\_\_\_\_ Did the British soldiers follow begin Paul Revere and then capture him between Lexington and Concord?

Appendix T  
The Declaration of Independence - Vocabulary

Declaration – a public statement or announcement of something important.

Independence – freedom from the control of another

Self-evident – something that can be easily seen or figured out

Endowed – provided by some talent

Creator – one who creates, God

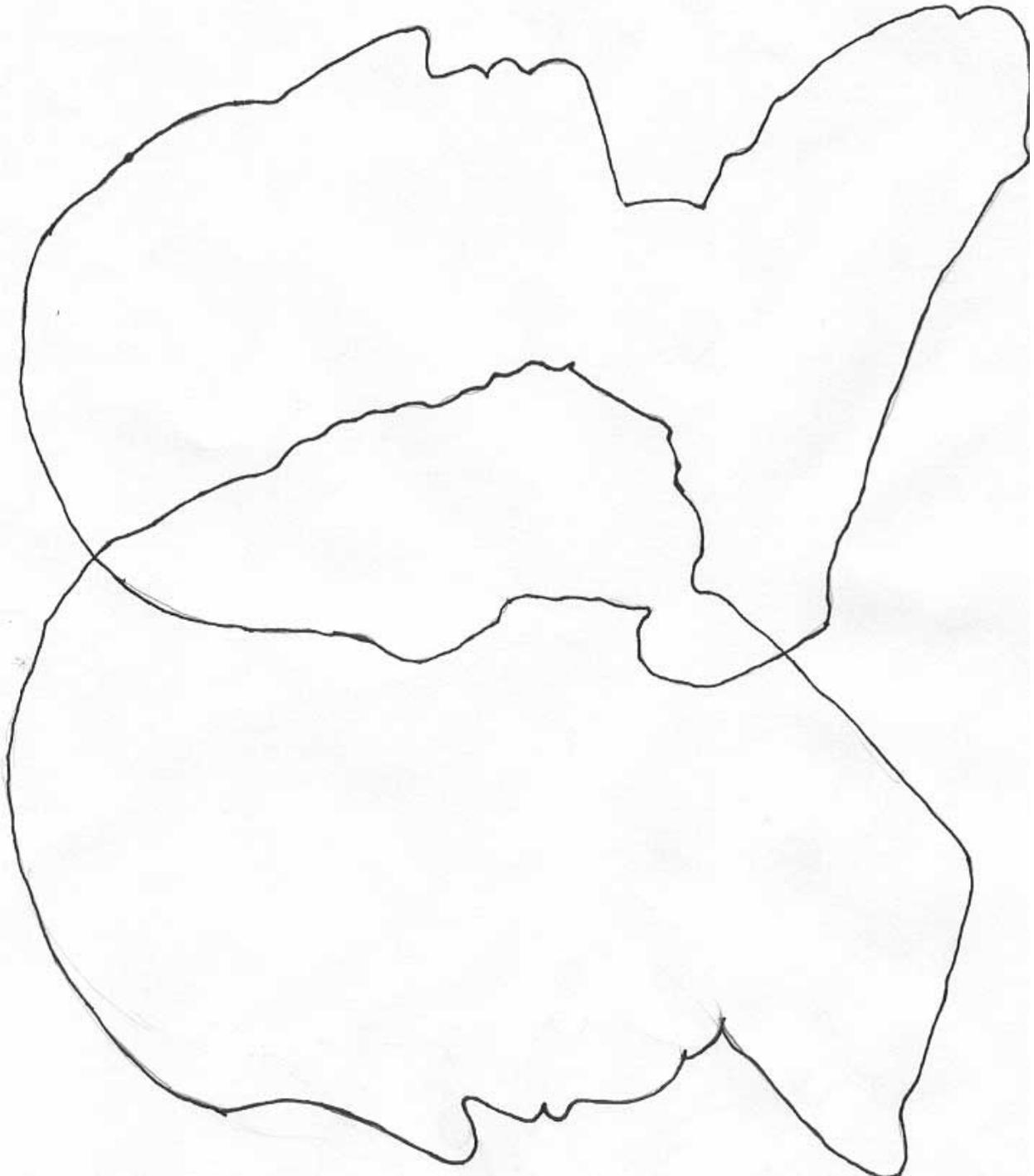
Unalienable – not capable of being changed

Liberty – freedom

Pursuit – the act of following or chasing something

The following truths are easily seen. All men are created equal. Their Creator gave them certain rights that are not capable of being changed. These rights are life, Liberty (or freedom) and the right to find their happiness.

Appendix U  
Venn Diagram



Appendix V  
Paragraph Rubric

## Benjamin Franklin Paragraph

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria					Points
<b>Points</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Topic Sentence</b>	The topic sentence is clear, at the beginning of the paragraph and restated in the closing sentence.	The topic sentence is either unclear <u>or</u> incorrectly placed. It is restated in the closing sentence.	The topic sentence is unclear <u>and</u> incorrectly placed. It is restated in the closing sentence.	The topic sentence is unclear <u>and</u> incorrectly placed. It is <u>not</u> restated in the closing sentence.	_____
<b>Supporting Detail Sentences</b>	The paragraph has at least 3 supporting detail sentences that relate to the topic sentence.	The paragraph has at least 2 supporting detail sentences that relate to the topic sentence.	The paragraph has at least 1 supporting detail sentences that relate to the topic sentence.	The paragraph has no supporting detail sentences that relate to the topic sentence.	_____
<b>Legibility</b>	The paragraph is written with legible handwriting.	The paragraph is written with marginally legible handwriting.	The writing in this paragraph is not legible in places.	The writing in this paragraph is not legible.	_____
<b>Mechanics and Grammar</b>	The paragraph has no errors in punctuation, capitalization, and spelling.	The paragraph has one or two punctuation, capitalization, and spelling errors.	The paragraph has three to five punctuation, capitalization, and spelling errors.	The paragraph has six or more punctuation, capitalization, and spelling errors.	_____
<b>Total Points</b>					_____

## American Revolution Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Multiple choice. Circle the correct answer.**

1. Who was the first president of the United States of America?
  - A. Thomas Jefferson
  - B. Betsy Ross
  - C. George Washington
  - D. William Dawes
  
2. The colonists were angry because they had to pay extra money to England for items that they bought from them. What was this extra money called?
  - A. tax
  - B. duty
  - C. stamp
  - D. tea
  
3. To protest having to pay unfair taxes, a group of colonists boarded a ship into the Boston Harbor and dumped \_\_\_\_\_ into the water.
  - A. stamps
  - B. tea
  - C. paper
  - D. cookies
  
4. On the night of Paul Revere's ride, what were the British soldiers sent to do?
  - A. try to make peace
  - B. arrest John Hancock and Samuel Adams
  - C. buy some food
  - D. find Paul Revere

Appendix W, pg. 2  
Final Assessment

5. Who was the main writer of the Declaration of Independence?
- A. Thomas Jefferson
  - B. George Washington
  - C. Betsy Ross
  - D. Paul Revere
6. We celebrate our independence from England on this day.
- A. Easter
  - B. Christmas
  - C. Independence Day
  - D. Labor Day
7. On what piece of money do we see George Washington's picture?
- A. \$20 bill
  - B. quarter
  - C. \$5 bill
  - D. \$1 bill
8. When Paul Revere saw two lanterns shining in the church bell tower, he knew that the British were traveling by \_\_\_\_\_.
- A. water
  - B. land
  - C. airplane
  - D. car
9. Who was asked to sew the first American flag?
- A. Martha Custis
  - B. Betsy Ross
  - C. George Washington
  - D. Benjamin Franklin

10. Who went to France to convince the French to help us fight the Revolutionary War?

- A. George Washington
- B. John Hancock
- C. Samuel Adams
- D. Benjamin Franklin

---

Use the words at the bottom of the page to complete the following sentences. Some of the words will not be used.

1. A \_\_\_\_\_ was a person who promised to be ready to fight in a minute's notice.
2. \_\_\_\_\_ became famous because of his midnight ride to warn people that the British were coming.
3. British soldiers were called \_\_\_\_\_ because of their uniform.
4. People who settled in America were called \_\_\_\_\_.
5. The original American flag had \_\_\_\_\_ stars and stripes.
6. \_\_\_\_\_ was a famous patriot who was asked to help write the Declaration of Independence. He is also famous for proving that lightening is electricity.
7. The first shots of the Revolutionary War were shot in \_\_\_\_\_.
8. The Declaration of Independence was approved in the year \_\_\_\_\_.
9. The American Revolution ended in the year \_\_\_\_\_.
10. George Washington was a \_\_\_\_\_ in the Revolutionary War.

---

general	minuteman	Lexington	thirteen
1783	colonists	Benjamin Franklin	Britains
redcoats	1776	Paul Revere	John Hancock

pg. 3

**True or False**

1. \_\_\_\_\_ King George III was the king of England during the American Revolution.
2. \_\_\_\_\_ Paul Revere was captured by British soldiers during his midnight ride.
3. \_\_\_\_\_ Benjamin Franklin was our first president.
4. \_\_\_\_\_ The colonists did not mind paying extra taxes to England.
5. \_\_\_\_\_ The "shot heard around the world" was really heard around the entire world.

---

**Answer the following questions in the space provided. Use your timeline to answer some of the questions.**

1. How is the original American flag different from today's flag?

---

---

---

2. Name one of Benjamin Franklin's inventions. \_\_\_\_\_

3. Write one important thing that Benjamin Franklin did during the American Revolution.

---

---

4. Why was the American Revolution fought? \_\_\_\_\_

---

---

Appendix W, pg. 5  
Final Assessment

5. What important events of the American Revolution occurred in the same year?

---

---

6. When did the Revolutionary War begin? \_\_\_\_\_

7. In what year did the Boston Tea Party happen? \_\_\_\_\_

8. In what year was George Washington elected president? \_\_\_\_\_

9. How many years did the Revolutionary War last? \_\_\_\_\_

10. In what year was the Declaration of Independence approved?

---

**Extra Credit:**

List the original 13 colonies. You will receive 1 extra point for each colony.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

Appendix X  
Final Assessment Test Key

### American Revolution Test Key

**Multiple Choice:**

- |                                             |                           |
|---------------------------------------------|---------------------------|
| 1. (C) George Washington                    | 6. (A) Independence Day   |
| 2. (A) tax                                  | 7. (D) \$1 bill           |
| 3. (B) tea                                  | 8. (A) water              |
| 4. (B) arrest John Hancock and Samuel Adams | 9. (B) Betsy Ross         |
| 5. (A) Thomas Jefferson                     | 10. (D) Benjamin Franklin |

**Fill in the blank:**

- |                |                      |
|----------------|----------------------|
| 1. minuteman   | 6. Benjamin Franklin |
| 2. Paul Revere | 7. Lexington         |
| 3. redcoats    | 8. 1776              |
| 4. colonists   | 9. 1783              |
| 5. thirteen    | 10. general          |

**True or False:**

1. True
2. True
3. False
4. False
5. False

**Timeline and short answer questions:**

1. Today's American flag has fifty stars. The original American flag had 13 stars, which formed a circle.
2. lightning rod, bifocal glasses, Franklin stove, long arm to reach books, swimming paddles
3. He tried to convince England to stop making the colonists pay unfair taxes. He was asked to help write the Declaration of Independence. He convinced France to help the Americans with the war.
4. The colonists were tired of being treated unfairly. They wanted independence from England and to become their own country.
5. The sewing of the first American flag and the signing of the Declaration of Independence happened in 1776. In 1775 Paul Revere made his famous midnight ride and the Revolutionary War began.
6. 1775
7. 1773
8. 1789
9. 8 years
10. 1776