

“Times That Try Men’s Souls”

Grade Level: Fourth Grade

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Length of Unit: Thirteen lesson plans to be covered over a period of 4 – 6 weeks

I. ABSTRACT

This unit guides the student through the war years of the America Revolution. Emphasis will be placed upon significant people, places, and events that led to the colonies’ independence from Great Britain by using primary sources, research, technology, hands-on activities, and group presentations. Connections will be made to our modern day war on terrorism. By studying the cultural and ideologies of the time, the students will understand the background for the freedoms we fought for today and that wars during any time period are “times that try men’s souls.”

II. OVERVIEW

A. Concept Objectives

1. The student will understand the effects of the American Revolutionary War on our country’s history and the life of the people.
2. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States’ history.
3. The student will recognize the importance of historical documents, speeches, and poems written about history.

B. Content from the *Core Knowledge Sequence* pages 94-95

1. Paul Revere’s ride, “One if by land, two if by sea”
2. Poem: “Paul Revere’s Ride” (Henry Wadsworth Longfellow)
3. Concord and Lexington
The “shot heard ‘round the world”
Redcoats and Minute Men
4. Poem: “Concord Hymn” (Ralph Waldo Emerson)
5. Terms: Stanza and line
6. Second Continental Congress: George Washington appointed commander-in-chief of Continental Army
7. Poem: “George Washington” (Rosemary and Stephen Vincent Benet)
8. Thomas Paine’s *Common Sense*
9. Declaration of Independence
Primarily written by Thomas Jefferson
Adopted July 4, 1776
“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.”
10. Women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
11. Loyalists (Tories)
12. Victory at Saratoga, alliance with France
13. European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben)
14. Valley Forge
15. Benedict Arnold
16. John Paul Jones: “I have not yet begun to fight.”

17. Nathan Hale: "I only regret that I have but one life to lose for my country."
 18. Cornwallis: surrender at Yorktown
- C. Skill Objectives
1. The student will identify vocabulary for the American Revolution time period.
 2. The student will use graphic organizers to compare and contrast events and people of the American Revolution.
 3. The student will use mapping skills to locate points of interest from the American Revolution period.
 4. The student will summarize key personalities from the American Revolution time period.
 5. The student will use presentation skills to describe heroes and heroines of the American Revolution on PowerPoint.
 6. The student will analyze the significance of major battles, events, and people of the American Revolution.
 7. The student will analyze, identify, and manipulate cause/effect timeline of events and people surrounding the American Revolution.
 8. The student will paraphrase the Bill of Rights in small cooperative learning groups.
 9. The student will illustrate the stanzas in "Concord Hymn."
 10. The student will write his/her own persuasive speech after studying Patrick Henry and his "Give me liberty or give me death" speech.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. E.D. Hirsch, Jr. *What Your Fourth Grader Needs to Know*.
 2. McGraw Hill, *A Young Nation: Adventures in Time and Place*
 3. Commission on the Bicentennial of the United States Constitution. *We the People*. Calabasas, CA: Center for Civic Education, 1988, ISBN 0-89818-111-9
 4. Harcourt Brace and Company, *Early United States*
- B. For Students
1. Review map keys
 2. Review research techniques utilizing encyclopedias, dictionaries, and technology

IV. RESOURCES

- A. Hirsch, Jr. E.D. *What Your Fourth Grader Needs to Know*. New York: Dell Publishing, 1993, ISBN 0-385-31260-1.
- B. McGraw Hill, *A Young Nation: Adventures in Time and Place*. New York: McGraw-Hill School Division, 2001, ISBN 0-02-149139-9.
- C. Commission on the Bicentennial of the United States Constitution. *We the People*. Calabasas, CA: Center for Civic Education, 1988, ISBN 0-89818-110-0.
- D. Video: *Patrick Henry, Voice of Liberty*. ISBN 1-56501-645-9.

V. LESSONS

Lesson One: Prelude to the American Revolution

- A. *Daily Objectives:*
1. Concept Objective(s)
 - a. The student will understand the effects of the American Revolutionary War on our country's history and the life of the people.
 - b. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States' history.
 2. Lesson Content
 - a. American Revolution

3. Skill Objective(s)
 - a. The student will recognize the events leading up to the American Revolution.
 - b. The student will identify vocabulary of the American Revolution.
 - c. The student will work cooperatively in learning groups to accomplish goals.
(Tennessee Social Studies Accomplishments 4.6.01B)
- B. *Materials:*
1. worksheet: “American Revolution Vocabulary Crossword Puzzle”
 2. Internet website: <http://www.puzzlemaker.com/>
 3. dictionary
 4. paper and pencil
 5. marker
 6. 2 pieces of chart paper for K-W-L chart
 7. markers
 8. Book: *American Revolution* by Joy Masoff
 9. student portfolio
 10. Pretest on the American Revolution (Appendix A)
- C. *Key Vocabulary:*
1. Patriot: an American colonist who supported the fight against Great Britain
 2. Loyalist: a colonist who remained loyal to Britain and opposed the Revolution
 3. Second Continental Congress: a meeting in Philadelphia in 1775 attended by delegates from all thirteen colonies that decided to set up an army to fight the British and issued the Declaration of Independence
 4. independence: freedom
 5. mercenary: a soldier hired to fight in another country’s war
 6. Declaration of Independence: an official document issued by the Second Continental Congress explaining to the world why the American Colonies had to break away from Great Britain
 7. revolution: a sudden, complete change in government
 8. territory: an area of government land
 9. traitor: a person who turns against his or her country and gives aid to its enemies
 10. nurses: women who supported the Continental Army to help the wounded soldiers
 11. colonist: a person who lives in a colony; settler
 12. Continental Army: colonial troops to protect the colonies against British attacks
 13. minutemen: an army of citizens at the time of the American Revolution who claimed to be ready to fight the British on a moment’s notice
 14. militia: a volunteer military force
 15. American Revolution: the war between the colonists and the British
 16. Treaty of Paris: a document that ended the American Revolution where the British recognized the United States’ independence and agreed upon new boundaries for the United States
 17. petition: a request for action signed by many people
 18. guerrilla: a member of an irregular hit-and-run military force
- D. *Procedures/Activities:*
1. Introduce the lesson by administering a pretest (Appendix A) on the American Revolution.
 2. Students brainstorm K-W-L responses on large chart paper. Label the headings “What We Know About the American Revolution” and “What We Want to Know About the American Revolution.”
 3. Read orally “Armed and Dangerous” (Masoff, Joy. *American Revolution*, pg. 28-29).
 4. Introduce key vocabulary the students will use as they study the American Revolution.

5. Divide the students into cooperative learning groups to complete the vocabulary crossword puzzle created from the Internet website <http://www.puzzlemaker.com/>.
 6. Summarize the lesson by reviewing the K-W-L chart “What We Want to know About the American Revolution.”
- E. *Evaluation/Assessment:*
1. Evaluate the students’ prior knowledge on the American Revolution by administering a pretest.
 - a. Answers:

1. colonists	2. forefathers	3. Massachusetts
4. foe	5. July 4, 1776	6. Molly Pitcher
7. traitor	8. patriots	9. Nurses
10. Patrick Henry	11. Francis Marion	12. Trenton
13. freedom	14. Ralph W. Emerson	15. Mercenaries
16. belfry	17. April 19, 1775	18. Territory
19. Paul Revere	20. revolution	
 2. Evaluate students’ vocabulary crossword puzzle for vocabulary skills and place in students’ portfolios.
 3. Evaluate the students’ responses and participation on their knowledge of the American Revolution during classroom discussion.

Lesson Two: “Give Me Liberty or Give Me Death”

A. *Daily Objectives:*

1. Concept Objective(s)
 - a. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States’ history.
 - b. The student will recognize the importance of historical documents, speeches, and poems written about history.
2. Lesson Content
 - a. Speech: Patrick Henry’s “Give me liberty or give me death”
3. Skill Objective(s)
 - a. The student will analyze the significance of major battles, events, and people of the American Revolution.
 - b. The student will write his/her own persuasive speech after studying Patrick Henry and his “Give me liberty or give me death” speech. (Tennessee Language Arts Accomplishment 4.1.01)

B. *Materials*

1. Teacher copy of speech
2. Video: *Patrick Henry, Voice of Liberty*. ISBN 1-56501-645-9.
3. Persuasive Speech Rubric (Appendix B)

C. *Key Vocabulary*

1. persuade: to cause (someone) to do or to believe something by reasoning etc.

D. *Procedures/Activities*

1. Read the poem aloud to students in a monotone without any non-verbal communication. Then read the poem with great inflection and expression.
2. Ask students which was more effective and why.
3. Discuss how students act when they really want something from their parents.
4. Give students the following list of focusing questions for Patrick Henry video (to be used later as a study guide):
 - a. From whom did Patrick Henry learn to speak with great emphasis and how?
 - b. Why was Patrick considered a mediator in his family?
 - c. What were Patrick’s first 2 jobs? Was he successful?

- d. What did Patrick get a license to be?
 - e. Who was considered the starters of the revolution with Patrick?
 - f. What important office did Patrick hold for many years in Virginia?
 - g. What part of the Constitution did Patrick fight to get written?
5. Discuss with students the answers to the above questions about the video.
 6. Discuss with students how Patrick Henry spoke in the video when giving his speeches, especially his “Give me liberty” speech.
 7. Describe to the class that they are going to vote on their favorite holiday. Each student is to prepare a persuasive speech to give to the class to try to persuade the other students to vote for his/her holiday.
 8. Students prepare their speeches to give to the class.
- D. *Assessment/Evaluation*
1. Students will be given a test based on the study guide information from the Patrick Henry video.
 2. Students will give their persuasive speeches in front of the class and will be given a grade based on the Persuasive Speech Rubric (Appendix B).

Lesson Three: The Revolution Begins

A. *Daily Objectives:*

1. Concept Objective(s)
 - a. The student will understand the effects of the American Revolutionary War on our country’s history and the life of the people.
 - b. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States’ history.
 - c. The student will recognize the importance of historical documents, speeches, and poems written about history.
2. Lesson Content
 - a. Paul Revere/William Dawes
 - b. Concord and Lexington
 - c. “Liberty or Death” (Patrick Henry)
 - d. The Fall of Fort Ticonderoga
 - e. The Battle of Bunker Hill
3. Skill Objective(s)
 - a. The student will identify Paul Revere and explain his role in the American Revolution.
 - b. The student will describe the first battles of the American Revolution.
 - c. The student will identify historical people and their contributions to the beginning of the American Revolution.
 - d. The student will explain the events that contributed to the outbreak of the American Revolution. (TN SS Accomp.4.5.07A)
 - e. The student will describe the earliest armed conflict of the Revolutionary War. (TN SS Accomp.4.5.07C)
 - f. The student will work independently to accomplish goals. (TN SS Accomp.4.6.01B)
 - g. The student will use mapping skills to locate points of interest from the American Revolution period.

B. *Materials:*

1. classroom map
2. textbook: *A Young Nation: Adventures in Time and Place*, pg. 300-305
3. worksheet: “Route to War” (Appendix C)
4. paper and pencil

5. K-W-L chart from lesson one
 6. markers
 7. Historical document “Midnight Ride of Paul Revere 1775”
 8. student portfolio
 9. poster: Revolutionary War Battles
 10. Historical document “Revolutionary War Battlefield Map 1775-1781”
 11. Book: *And Then What Happened, Paul Revere?* by Jean Fritz
- C. *Key Vocabulary:*
none
- D. *Procedures/Activities:*
1. Introduce the lesson by asking the students what is a bully. Explain to the students that bullies come in all shapes and sizes. Methods of intimidation bullies use are mental ability, economic wealth, physical strength, and special knowledge. Discuss with the students about how Great Britain is often portrayed as a bully in American history.
 2. Read orally *And Then What Happened, Paul Revere?* By Jean Fritz.
 3. Review vocabulary from Lesson One, located in students’ portfolios.
 4. Read lesson orally from *A Young Nation: Adventures in Time and Place* textbook pg. 300-305 about how the Revolution begins.
 5. Display historical documents for students to review about Paul Revere and the battles of the American Revolution.
 6. Summarize the lesson by discussing with the students the first battles of the American Revolution and asking them to locate the battles on a classroom map.
 7. Hand out worksheet “Route to War” (Appendix C) to assess for comprehension of the lesson.
- E. *Evaluation/Assessment:*
1. Evaluate students’ responses and participation on lesson comprehension about Great Britain and the first battles of the American Revolution during classroom discussion.
 2. Evaluate students’ knowledge, comprehension, and map skills on the worksheet “Route to War” and place in students’ portfolios.

Lesson Three: The Midnight Ride of Paul Revere

- A. *Daily Objective*
1. Concept Objective(s)
 - a. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States’ history.
 - b. The student will recognize the importance of historical documents, speeches, and poems written about history.
 2. Lesson Content
 - a. Poem: *Paul Revere’s Ride*
 3. Skill Objective(s)
 - a. The student will analyze the significance of major battles, events, and people of the American Revolution.
- B. *Materials*
1. Copy of *Paul Revere’s Ride* for each student
 2. Book: *Paul Revere’s Ride* by Henry W. Longfellow, ISBN 0-14-055612-5
- C. *Key Vocabulary*
1. belfry: a bell tower
 2. muster: to assemble or gather together
 3. stealthy: trying to sneak around to escape notice
 4. impetuous: acting as if you are very anxious to do something
 5. glimmer: a glimpse of light

6. ball: the ammunition for the muskets
 7. defiance: to deliberately challenge authority
- D. *Procedures/Activities*
1. Review Paul Revere from social studies class.
 2. Read aloud “More About Paul Revere’s Ride” on the last page of the book.
 3. Read poem aloud in entirety.
 4. Ask students, “Did Paul Revere act alone?” “Could he have done it by himself?” Extra Credit Assignment: Have students research to find name of person who hung the lanterns in the belfry. Neither his name nor identity is mentioned in the poem.
 5. Discuss significance and symbolism of the graveyard in lines 49-51: “A moment only...and the dead.” The graveyard represents where he soon may be due to the war.
 6. Discuss how Paul Revere feels (impatient) while waiting for his signal. Have students brainstorm other feelings that he might have had or that they would have had.
 7. Discuss line 69 “A glimmer, and then a gleam of light!” What does it symbolize? (Hope) Compare this to other parts of the American Revolution.
 8. Discuss figurative language in line 78 “The fate of a nation was riding that night;” Was the “nation” really riding a horse that night? What was the poet trying to say about Paul Revere’s Ride?
 9. Discuss lines 107-110 “And one was safe...British musket-ball.” Who was the “one” safe and asleep who would soon be dead? What “bridge” was referred to?
 10. Ask students what “the midnight message of Paul Revere” was.
 11. As a class use a cause/event or time line graphic organizer to organize the main events of the poem.
 12. After thoroughly discussing the poem. Inform students that this is a great poem but an exaggeration of the true events. Revere was not riding across the countryside to warn the colonists. He was hired to ride and warn Samuel Adams and John Hancock that they may be in danger of being arrested because the Red Coats were coming. He decided on his own to warn the colonists on his way to Concord *after* he delivered his appointed message. Refer to internet sites http://www.riverdeep.net/current/2002/04/041502_history.jhtml and <http://www.paulreverehouse.org/midnight.html>
- E. *Assessment/Evaluation*
1. Students will memorize and fill in the blanks with the missing words of lines 6-10.
 2. Students will write a paragraph about the significance of Paul Revere and his friend according to Longfellow’s poem.

Lesson Four: In Remembrance of Those at Concord

A. *Daily Objectives:*

1. Concept Objective(s)
 - a. The student will understand the effects of the American Revolutionary War on our country’s history and the life of the people.
 - c. The student will recognize the importance of historical documents, speeches, and poems written about history.
2. Lesson Content
 - a. Poem: “Concord Hymn” (Ralph Waldo Emerson)
 - b. Terms: Stanza and line
3. Skill Objective(s)
 - a. The student will identify lines and stanza in the poem.
 - b. The student will summarize each stanza of the poem. (Tennessee Language Arts Accomplishment 4.1.12.h)

- d. The student will orally read a stanza of the poem with his small group. (TN LA Accomp. 4.1.05.c)
 - e. The student will illustrate a stanza of the poem “Concord Hymn.”
- B. *Materials*
- 1. copy of the poem for each student
 - 2. Vocabulary and Study Notes for “Concord Hymn” (Appendix D) copied on a transparency
 - 3. cover-up for answers on transparency
 - 4. overhead projector
 - 5. background information on “Concord Hymn” on internet site http://www.constitution.org/col/concord_hymn.htm
 - 6. “Concord Hymn” Test (Appendix E)
- C. *Key Vocabulary*
- 1. conqueror: one who wins; victor
 - 2. foe: enemy
 - 3. rude: rough in workmanship or making
 - 4. shaft: monument
 - 5. sires: fathers; forefathers
 - 6. soft: gentle
- D. *Procedures/Activities*
- 1. Orally review the significance of Concord and Lexington from social studies.
 - 2. Discuss vocabulary and have students write them down from projection (Appendix D).
 - 3. Using the projector transparency (Appendix D), have students write down questions (making sure that the answers are covered), leaving room for answers later.
 - 4. Preview poem by introducing the concepts of “stanza” and “line.”
 - 5. Present background information on the poem.
 - 6. Show pictures of The Old Bridge and The Minute Man Statue on internet site <http://memory.loc.gov/ammem/today/apr19.html>
 - 7. Read aloud the poem.
 - 8. Discuss answers to study note questions as a class. Then show students the correct answers to write down.
 - 8. In small groups, discuss and summarize an assigned stanza and then present their opinions to the class.
 - 9. In small groups, students illustrate the stanza on large poster board (may take 2 classes)
 - 10. Groups read aloud their stanza while showing the class their illustrations.
- E. *Assessment/Evaluation*
- 1. Students will get a group grade based on their illustration and recitation of assigned stanza.
 - 2. “Concord Hymn” Test (Appendix E)
 - a. Answers:

1. g	2. b	3. e	4. i
5. j	6. a	7. b	8. d
9. c	10. c	11. c	12. b
13. False	14. False	15. True	16. True
17. False	18. False		
 - 19. To honor the minutemen who fought in the American Revolution.
Bonus: a song

Lesson Five: War on the Homeland

A. *Daily Objectives:*

- 1. Concept Objective(s)

- a. The student will understand the effects of the American Revolutionary War on our country's history and the life of the people.
 - b. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States' history
2. Lesson Content
 - a. Second Continental Congress: George Washington appointed commander-in-chief of Continental Army
 - b. Thomas Paine's *Common Sense*
 - c. Benjamin Franklin ("Join, or Die")
 3. Skill Objective(s)
 - a. The student will interpret the goals and intent of the Second Continental Congress.
 - b. The student will analyze the strengths and weaknesses of the Continental Army.
 - a. The student will work cooperative in learning groups to accomplish goals. (TN SS Accomp.4.6.01B)
 - c. The student will recognize historical speeches and the impact on the United States' history.
 - d. The student will describe a political cartoon through illustration.
- B. *Materials:*
1. large white poster board
 2. colored pencils, markers, crayons
 3. paper and pencil
 4. Book: *The American Revolution* by E.D. Hirsch, Jr.
 5. video: "Prelude to Revolution"
 6. On-line computer: <http://www.usflag.org/gadsden.html>
 7. On-line computer: <http://earlyamerica.com/earlyamerica/milestones/commonsense/>
 8. television screen
 9. K-W-L chart from Lesson One
 10. student portfolio
- C. *Key Vocabulary:*
1. political cartoon: a cartoon what expresses opinions about politics or about government
- D. *Procedures/Activities:*
1. Introduce the lesson by reviewing Lesson Two with the video "Prelude to Revolution."
 2. Familiarize the students with the following people/events: George Washington (Commander of Chief), Second Continental Congress, Benjamin Franklin, Thomas Paine's *Common Sense*, and Continental Army.
 3. Review the following vocabulary: mercenary, traitor, petition, Patriot, and Loyalist.
 4. Read orally "Preparing for War" (Hirsch, Jr. E.D. *The American Revolution*, pg. 35-37).
 5. Project website for students to view Thomas Paine's *Common Sense*: <http://earlyamerica.com/earlyamerica/milestones/commonsense/>
 6. Explain political cartoons.
 7. Introduce and discuss Benjamin Franklin's political cartoon, "Join, or Die". Project website for students to view: <http://www.usflag.org/gadsden.html>
 8. Divide the students into cooperative learning groups and have them to brainstorm, plan, write, and draw political cartoons on large white poster boards that express events related to the American Revolution.
 9. Each group will present their political cartoons and display them in the classroom.
 10. Summarize the lesson by asking each student for homework to cut out a political cartoon in old newspapers or magazines.
- E. *Evaluation/Assessment:*

1. Evaluate students' responses and participation on lesson comprehension about people and events of the American Revolution and vocabulary skills during classroom discussion.
2. Evaluate students' oral presentations of cartoon posters that express events related to the American Revolution.
3. Evaluate students' newspaper and magazine articles on identifying political cartoons and place in students' portfolios.

Lesson Six: Our Commander-in-Chief, George Washington

A. *Daily Objectives:*

1. Concept Objective(s)
 - a. The student will recognize the importance of historical documents, speeches, and poems written about history.
 - b. The student will understand the mood and presentation of the poem "George Washington."
2. Lesson Content
 - a. Poem: "George Washington" by Rosemary and Stephen Vincent Benet
3. Skill Objective(s)
 - a. The student will analyze the significance of major battles, events, and people of the American Revolution.
 - b. The student will identify irony. (TN LA Accomp. 4.1.12.k)
 - c. The student will identify the use of italics as a non-verbal signal. (TN LA Accomp. 4.1.02.a)

B. *Materials:*

1. copy of the poem for each student
2. vocabulary words defined on a transparency
3. overhead projector

C. *Key Vocabulary:*

1. admiral: the commanding officer of a navy or a fleet of ships
2. Hull: a port on the Humber River in England
3. Zanzibar: an island off Tanzania in east Africa
4. aghast: feeling shock or horror
5. grave and staid: serious
6. Shoulder arms!: to have your weapon on your shoulder, ready to fight
7. apt: likely
8. specimen: one thing used as a sample for the rest
9. squire: a country gentleman, a landowner
10. tar: sailor

D. *Procedures/Activities:*

1. Whole class brainstorm on the board their knowledge of George Washington previously learned in Social Studies.
2. Teacher reads aloud "George Washington."
3. Whole class discusses whether or not this poem agrees with the brainstorm information. Why or why not?
4. Introduce and discuss the concept of irony.
5. In small groups, students identify examples of irony in the poem and then share them with the whole class.
6. Discuss the use of italics in the poem. What else can italics signify?
7. Review the concept of irony and italics.

E. *Assessment/Evaluation:*

1. Authentic assessment based on students' participation in whole and small group discussions.
2. Students will have a written assessment on the vocabulary words.
3. Students will search through various forms of media to find 2 examples of irony.

Lesson Seven: Declaring Independence

A. Daily Objectives:

1. Concept Objective(s)
 - a. The student will understand the effects of the American Revolutionary War on our country's history and the life of the people.
 - b. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States' history.
 - c. The student will recognize the importance of historical documents, and poems written about history.
2. Lesson Content
 - a. Declaration of Independence
 - b. The Bill of Rights
3. Skill Objective(s)
 - d. The student will study the Declaration of Independence, its major ideas, and its sources. (TN SS Accompl.4.5.07B)
 - e. The student will work cooperatively in learning groups to accomplish goals. (TN SS Accompl.4.6.01B)
 - f. The student will explain the importance of the Bill of Rights (first ten amendments).
 - g. The student will understand the rights, responsibilities, and privileges of citizens living in a democratic republic. (TN SS Accompl.4.4.03)

B. Materials:

1. paper and pencil
2. poster: Declaration of Independence
3. K-W-L chart from Lesson One
4. textbook: *We the People* pg. 151-154
5. Historical documents: "Declaration of Independence 1776" and "Bill of Rights 1789"
6. worksheet: "In Your Own Words" (Appendix F)
7. video: "*Lexington, Concord, and Independence*"
8. On-line computer: <http://1cweb2.loc.gov/const/bor.html>
9. television
10. colored construction paper
11. markers
12. Book: *The Work of Many Hands: Writing the Declaration of Independence* by Becky Gold
13. student portfolio
14. poster: The Bill of Rights

C. Key Vocabulary:

1. Declaration of Independence: an official document issued by the Second Continental Congress explaining to the world why the American Colonies had to break away from Great Britain
2. Bill of Rights: the first ten amendments of the Constitution and contains the basic rights which the federal government may not interfere with

D. Procedures/Activities:

1. Introduce the lesson by having the students to write on a piece of paper what the Fourth of July means to them and describe how they usually celebrate the holiday, and each student will share their responses with the class.
 2. Read orally *The Work of Many Hands: Writing the Declaration of Independence* by Becky Gold.
 3. Display poster of the Bill of Rights and historical documents of the Declaration of Independence and Bill of Rights in the classroom and distribute student textbook: *We the People*.
 4. Explain and discuss the basic principles of the Declaration of Independence written by Thomas Jefferson in *We the People*, pg. 151-154.
 5. Explain and discuss how the Constitution protects our independence and basic rights as citizens of the United States.
 6. Project website over television screen for students to view and discuss the Bill of Rights: <http://1cweb2.loc.gov/const/bor.html>
 7. Divide the students into cooperative learning groups and have them paraphrase the Bill of Rights and write their responses on colorful construction paper. (Dictionaries will be available so students can look up unfamiliar words.)
 8. Summarize the lesson by viewing the video "*Lexington, Concord, and Independence.*"
 9. Hand out worksheet "In Your Own Words" for homework. (Appendix F)
- E. *Evaluation/Assessment:*
1. Evaluate students' responses and participation on lesson comprehension about the Declaration of Independence and the Bill of Rights during classroom discussion.
 2. Evaluate students' cooperative learning group activity on creativity and group participation about the Bill of Rights.
 3. Evaluate students' knowledge and comprehension skills of the Declaration of Independence on the worksheet "In Your Own Words" and place in students' portfolios.

Lesson Eight: Turning Points That Try Men's Souls

- A. *Daily Objectives:*
1. Concept Objective(s)
 - a. The student will understand the effects of the American Revolutionary War on our country's history and the life of the people.
 - b. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States' history.
 2. Lesson Content
 - a. Battle of Trenton
 - b. Battle of Saratoga
 - c. Valley Forge
 - d. European helpers (Lafayette, the French fleet, Bernardo de Galvez, Kosciusko, von Steuben)
 - e. Nathan Hale: "I only regret that I have but one life to lose for my country."
 3. Skill Objective(s)
 - a. The student will analyze, identify, and manipulate cause/effect timeline of events and people surrounding the American Revolution.
 - b. The student will define cause and effect.
 - c. The student will explain and locate cause and effect connections to the United States history.
 - d. The student will work cooperatively in learning groups to accomplish goals. (TN SS Accompl.4.6.01B)
 - e. The student will identify the contributions to the Patriot cause by individuals from other countries and from the colonies.

- B. *Materials:*
1. K-W-L chart from Lesson One
 2. paper and pencil
 3. On-line computer:
http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm
 4. On-line computer:
http://www.yahooligans.com/around_the_world/countries/united_states/history
 5. On-line computer: <http://library.thinkquest.org/11683/battles.html>
 6. television
 7. butcher block paper
 8. markers/colored pencils/crayons
 9. resources such as maps, books, encyclopedias, dictionaries
 10. student portfolio
 11. poster: American Independence Timeline
- C. *Key Vocabulary:*
None
- D. *Procedures/Activities:*
1. Introduce the lesson by pointing out that in real life people sometimes have to make decisions/choices that involve them in dangerous situations, such as war, for a good cause. Ask the students to think of examples of such situations that have happened to someone they know, someone they have heard about, or even themselves.
 2. Ask the students what does the phrase “*times that try men’s souls*” means to them.
 3. Review the battle of the American Revolution (Battle at Bunker Hill, Battle of Lexington, and Concord, Battle of Ticonderoga) using the following Internet website over the television screen:
http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm
 4. Discuss, describe, and analyze the significance of the turning points of the American Revolutionary War (Battle of Trenton, Battle of Saratoga, Winter at Valley Forge) using the following Internet websites over the television screen:
http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm and
<http://library.thinkquest.org/11683/battles.html>
 5. Review the meanings of *cause and effect* from Language Arts. Understanding *cause and effect* will help students identify how events of the American Revolution are related and how one event leads to another.
 6. Display poster of the American Independence Timeline for students to view and discuss.
 7. Divide students into cooperative learning groups to begin creating a cause/effect timeline activity. The timeline will consist of illustrations that represent dates, events, and people throughout the American Revolution unit and will be displayed chronologically around the wall. They will add to the timeline as they continue to study the rest of the unit. The students will use resources available in the classroom and the following Internet website:
http://www.yahooligans.com/Around_the_World/Countries/United_States/History/Colonial_I...
 8. Assign each student with a partner and have each pair complete an activity “ Multiple Causes and Effects of the Revolutionary War”. The students will choose four events and list the cause and effect of each event.
 9. Summarize the lesson by asking each student for homework to bring in a news story of a recent event in the United States and identify the cause and effect of the event.
- E. *Evaluation/Assessment:*
1. Evaluate students’ responses and participation on lesson comprehension about the turning points and cause/effect events of the war during class discussion.

2. Evaluate students' cooperative learning group "cause/effect timeline" activity on creativity, accuracy, and group participation.
3. Evaluate partnership activity "Multiple Causes and Effects of the Revolutionary War" on lesson comprehension for understanding cause/effect connections.
4. Evaluate the students' news story for identifying a cause/effect event correctly and place in students' portfolios.

Lesson Nine: Victory and Independence at Last

A. Daily Objectives:

1. Concept Objective(s)
 - a. The student will understand the effects of the American Revolutionary War on our country's history and the life of the people.
 - b. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States' history.
2. Lesson Content
 - a. Cornwallis: Surrender at Yorktown
 - b. Benedict Arnold
 - c. John Paul Jones: "I have not yet begun to fight."
 - d. September 11th, 2001 "Attack on America"
3. Skill Objective(s)
 - a. The student will use graphic organizers to compare and contrast events of the American Revolution and September 11, 2001 "Attack on America."
 - b. The student will identify, describe, and analyze the reasons for the victory of the Continental Army over the British at Yorktown.
 - c. The student will work cooperatively in learning groups to accomplish goals. (TN SS Accomp.4.6.01B)
 - d. The student will use mapping skills to locate points of interest from the American Revolution and "Attack on America."
 - e. The student will identify John Paul Jones and describe his role in the American Revolution.
 - f. The student will identify Benedict Arnold and explain how and why he betrayed his country.
 - g. The student will summarize the terms of the Treaty of Paris.
 - h. The student will summarize the results of the American Revolution, including the establishment of the United States. (TN SS Accomp.4.5.07D)

B. Materials:

1. K-W-L chart from Lesson One
2. paper and pencil
3. white poster board
4. marker/crayons/colored pencils
5. On-line computer: <http://www.pbs.org/ktca/liberty/chronicle/episode5.html>
6. On-line computer: http://www.yahooligans.com/around_the_world/countries/united_states/history
7. On-line computer: <http://www.foreignaffairs.org/home/terrorism.asp>
8. On-line computer: <http://www.cnn.com/SPECIALS/2001/trade.center/index.html>
9. On-line computer: <http://www.contemplator.com/folk3/worldtur.html>
10. On-line computer: <http://www.contemplator.com/america/ydoodle.html>
11. Book: *The American Revolution* by E.D. Hirsch, Jr.
12. student portfolio
13. resources such as maps, posters, encyclopedias, dictionaries, books

C. Key Vocabulary:

None

D. *Procedures/Activities:*

1. Introduce the lesson by asking the students to provide examples of some of the difficult challenges the United States is facing today. Ask the students to discuss the type of leadership needed and ways to solve these problems the United States is facing.
2. Review the following vocabulary: guerrilla, traitor, independence, and Treaty of Paris.
3. Read orally “Fighting Shifts to the South” and “The World Turned Upside Down” (Hirsch, Jr. E.D. *The American Revolution*, pg. 50-54).
4. Project website over television screen for students to view YORKTOWN IS WON! “The World Turned Upside Down.”
<http://www.pbs.org/ktca/liberty/chronicle/episode5.html>
5. Ask students to discuss the events on September 11, 2001 in New York City and Washington D.C. The students will analyze the impact these events had on America.
6. Divide the students into cooperative learning groups and have them to compare and contrast the events of the American Revolution with the September 11th “Attack on America” on a Venn Diagram using white poster board. The students will use the following websites:
http://www.yahooligans.com/around_the_world/countries/united_states/history ,
<http://www.foreignaffairs.org/home/terrorism.asp> ,
<http://www.cnn.com/SPECIALS/2001/trade.center/index.html> , and other resources are available in the classroom. The teacher will have each group to present their Venn Diagram and display them in the classroom.
7. Assign each student with a partner and have the students to create a map of the American Revolution and September 11th “Attack on America” and ask them to identify their similarities by listing them on the back of their maps.
8. Summarize the lesson by discussing the songs “Yankee Doodle” and “The World Turned Upside Down” played at the Yorktown. Project over the television screen for students to listen and view the songs: <http://www.contemplator.com/folk3/worldtur.html> and <http://www.contemplator.com/america/ydoodle.html>

E. *Evaluation/Assessment:*

1. Evaluate students’ responses and participation on lesson comprehension about the final events of the American Revolution during classroom discussion.
2. Evaluate students’ cooperative learning group “compare and contrast” Venn Diagram activity on creativity, accuracy, group participation, and presentation skills.
3. Evaluate partnership map activity of the American Revolution and “Attack on America” for mapping skills and comprehension of the two important events in America’s history and place in students’ portfolios.

Lesson Ten: Heroic Women and the War

A. *Daily Objectives:*

1. Concept Objective(s)
 - a. The student will understand the effects of the American Revolutionary War on our country’s history and the life of the people.
 - b. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States’ history.
 - c. The student will recognize the importance of historical documents, speeches, and poems written about history.
2. Lesson Content
 - a. Women in the American Revolution
3. Skill Objective(s)
 - a. The student will summarize key personalities from the American Revolution.

- b. The student will work independently and cooperatively to accomplish goals. (TN SS Accomp.4.6.01B)
 - c. The student will identify historical people and contributions to the American Revolution.
- B. *Materials:*
- 1. book: *Molly Pitcher* by Jan Gleiter and Kathleen Thompson
 - 2. notecards
 - 3. marker, crayons, colored pencils
 - 4. resources such encyclopedias and classroom history books
 - 5. students' portfolio
 - 6. On-line computer: http://rims.k12.ca.us/women_american_revolution/
 - 7. On-line computer: <http://womenshistory.about.com/cs/waramrevolution/>
 - 8. On-line computer: http://www.kidinfo.com/American_History/American_Revolution.html
 - 9. album
 - 10. prize
 - 11. chalkboard
 - 12. K-W-L chart from Lesson One
 - 13. paper and pencil
- C. *Key Vocabulary:*
- 1. heroine: woman or girl admired for her bravery, great deeds, or noble qualities
- D. *Procedures/Activities:*
- 1. Write on the chalkboard “*heroine*” and ask the students to define the word and gives examples from the American Revolution.
 - 2. Read orally “*Molly Pitcher*” by Jan Gleiter and Kathleen Thompson.
 - 3. Ask students to research the following heroines of the American Revolution: Martha Washington, Molly Pitcher (Mary Hays), Sybil Ludington, Betsy Ross, Hannah Arnett, Abigail Adams, Margaret Corbin, Phillis Wheatley, Deborah Sampson, Penelope Barker, Peyton Randolph, Catherine Moore Barry, Nancy Hart, Esther Reed, Nancy Ward, Martha Bratton, Lydia Darragh, Rebecca Motte, Prudence Wright, Elizabeth Zane, Elizabeth Burgin, Emily Geiger, Grace and Rachel Martin, Mary Lindley Murray, Elizabeth Freeman, and Mercy Otis Warren. (*The teacher will assign students a heroine to research.*) The students using notecards will create trading cards with information about that person. One side of the card should include a picture that can be found on the Internet or drawn by the student. The other side should include information such as name, birth and death dates, a brief family history, role in the American Revolution, and other miscellaneous facts about that person. The students may use the following resources: encyclopedias, books, and Internet websites: http://rims.k12.ca.us/women_american_revolution/, <http://womenshistory.about.com/cs/waramrevolution/>, and http://www.kidinfo.com/American_History/American_Revolution.html to do his/her research. The students will exchange trading cards with other classmates and share information about the heroines of the American Revolution. The students will create an album titled “Women and the American Revolution” with the trading cards.
 - 4. Summarize the lesson by having the student play the game “Grave Robber Heroines.” The students will be digging up the past heroines of the American Revolution. The students will be divided into teams. The teacher will give important facts about the heroines in the American Revolution using the students’ trading cards. The team with the most points at the end of the game will be awarded a prize.
- E. *Evaluation/Assessment:*
- 1. Evaluate students’ trading card activity on creativity and accuracy.

2. Evaluate students' teams during the game on group participation, responses, and cooperation skills.

Lesson Eleven: Real Heroic Men in the War

A. Daily Objectives:

1. Concept Objective(s)
 - a. The student will understand the effects of the American Revolutionary War on our country's history and the life of the people.
 - b. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States' history.
2. Lesson Content
 - a. Men in the American Revolution
3. Skill Objective(s)
 - a. The student will summarize key personalities from the American Revolution.
 - b. The student will identify historical people and contributions to the American Revolution.
 - c. The student will work independently to accomplish goals. (TN SS Accompl.4.6.01B)

B. Materials:

1. paper and pencil
2. K-W-L chart from Lesson One
3. student portfolio
4. book: *The Swamp Fox* by Ross Duncan
5. resources such as encyclopedias and classroom history books
6. chalkboard
7. worksheet: "HEROIC MEN WORDSEARCH"
8. Internet website: <http://www.puzzlemaker.com/>

C. Key Vocabulary:

1. hero: person admired for bravery, great deeds, and noble qualities
2. villain: a very wicked person
3. spy: a person who keeps secret watch on the action of others

D. Procedures/Activities:

1. Introduce the lesson by asking the students how would they define the words *hero*, *spy*, and *villain*. Throughout the American Revolution unit, the students have studied and talked about numerous heroes, spies, and villains of the war. On a piece of paper, the student will write down a name of a hero, spy, or villain and list two reasons why. Share with the class.
2. Read orally "*The Swamp Fox*" by Ross Duncan about a famous American military leader in the American Revolution.
3. Ask the students to research a major American Revolutionary War hero, spy, or villain. There are many historical characters of the American Revolution and they often rose to the challenge and performed in ways they never dreamed. The students will choose individually one of the following heroic men of the war to research and write a one page report: George Washington, John Paul Jones, Nathan Hale, Benedict Arnold, Francis Marion, Nathanael Greene, Thomas Paine, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Hancock, Charles Cornwallis, William Howe, Paul Revere, William Dawes, Marquis de Lafayette, Baron Friedrich von Steuben, Thaddeus Kosciuszko, Bernardo de Galvez, Crispus Attucks, and Ethan Allen. The students will use encyclopedias, books, and the Internet websites: <http://www.thehistorychannel.com/> and <http://library.thinkquest.org/11683/heroes.html> to research his/her character.

4. Students will mimic a first-person account of his life and the role during the American Revolution characters through oral representations. An optional physical representation will be offered for each child to dress up as his/her character. The students will share presentations with other grade levels.
 5. Summarize the lesson by having the students orally compare and contrast the heroic men of the American Revolution to the heroic persons of the September 11th, 2001 “Attack on America” and list responses on the chalkboard.
 6. Handout worksheet “HEROIC MEN WORDSEARCH” for homework assignment created from the Internet website <http://www.puzzlemaker.com/>.
- E. *Evaluation/Assessment:*
1. Evaluate research paper on neatness, knowledge, and accuracy of material information on historical characters of the American Revolution.
 2. Evaluate students’ oral presentations on creativity and knowledge of the historical characters.
 3. Evaluate students’ worksheet “HEROIC MEN WORDSEARCH” and place in students’ portfolios.

Lesson Twelve: Brain Quest

A. *Daily Objectives:*

1. Concept Objective(s)
 - a. The student will understand the effects of the American Revolutionary War on our country’s history and the life of the people.
 - b. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States’ history.
 - c. The student will recognize the importance of historical documents, and poems written about history.
4. Lesson Content
 - a. American Revolution
5. Skill Objective(s)
 - a. The student will summarize the results and draw conclusions of the American Revolution.

F. *Materials:*

1. K-W-L chart from Lesson One
2. cause/effect timeline on butcher block paper
3. Posttest on the American Revolution (Appendix A)
4. Question and Answer Key to the game “Revolve Around the Revolution” (Appendix G)

G. *Key Vocabulary:*

None

H. *Procedures/Activities:*

1. Introduce the lesson by having the students return to the K-W-L chart that they have developed during the unit. The students will complete the last column of their chart labeled “What We Have Learned About the American Revolution.”
2. Ask each cooperative learning group to give a brief description of the completion of their cause/effect timeline of the American Revolution.
3. Students will participate in the game “Revolve Around the Revolution.” How to Play: Number the desks in your classroom. Select one student to be the first “hero/heroine” to stand beside the player at desk one. Give a clue from the Question and Answer Key (Appendix G). The first of these two players to give the correct answer wins and advances to the second desk. If neither has the correct answer, the hero/heroine moves to the next desk until the correct answer is given. When all students have participated, the player with the longest winning streak is the “class hero/heroine” and is award a prize.

4. Summarize the lesson by administering the posttest on the American Revolution (Appendix A).
- I. *Evaluation/Assessment:*
1. Evaluate cooperative learning groups' cause/effect timelines on creativity, accuracy, and neatness.
 2. Evaluate students' responses, participation, and comprehension skills of the American Revolution during the "Revolve Around the Revolution" game.
 3. Evaluate the students' comprehension skills and knowledge on the American Revolution by administering the posttest (Appendix A).

Lesson Thirteen: "Times That Try Men's Souls" PowerPoint Presentation

- A. *Daily Objective:*
1. Concept Objective(s)
 - a. The student will recognize the contribution of the heroes and heroines of the American Revolution to the United States' history.
 - b. The student will demonstrate knowledge learned from the unit.
 2. Lesson Content
 - a. Heroes and heroines of the American Revolution
 3. Skill Objective(s)
 - a. The student will use presentation skills to describe heroes and heroines of the American Revolution using PowerPoint software on the computer. (TN LA Accomp. 4.1.09.c)
 - b. The student will use print and non-print materials along with prior knowledge to provide background for writing. (TN LA Accomp. 4.2.01.b)
 - c. The student will write to inform their audience about their hero or heroine from the American Revolution. (TN LA Accomp. 4.2.02.c)
- B. *Materials*
1. Software: PowerPoint, Microsoft Corporation
 2. Computer
 3. PowerPoint Presentation Rubric (Appendix H)
- C. *Key Vocabulary*
1. informational presentation
- D. *Procedures/Activities:*
1. Go over the purpose of an informational presentation.
 2. Let students choose a hero or heroine they learned about in this unit.
 3. Give students a copy of the Presentation Rubric (Appendix H) and explain how it will determine their grades.
 4. Let students do research on their chosen person.
 5. Give students time to complete presentation on PowerPoint.
 6. Let students give presentation to class and to other classes in the school. It is especially beneficial for the grades that cover the American Revolution to see the presentations.
- E. *Assessment/Evaluation*
1. Authentic assessment of students during research and presentation working time.
 2. Students will obtain a grade based on the Presentation Rubric (Appendix H).

VI. CULMINATING ACTIVITY

- A. PowerPoint Presentation (Lesson Thirteen)
- B. Students prepare and print newspapers every 2 weeks representing the occurrences of the period they are studying.
- C. Field trip to Constitution Village.

VII. HANDOUT/WORKSHEETS

- A. American Revolution Pre-test/Post-test
- B. Persuasive Speech Rubric
- C. "Route to War"
- D. Vocabulary and Study Notes for "Concord Hymn"
- E. "Concord Hymn" Test
- F. "In Your Own Words" Worksheet
- G. "Revolve Around the Revolution" Question and Answer Key
- H. PowerPoint Presentation Rubric

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- U. <http://library.thinkquest.org/11683/heroes.html>
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- W. <http://www.contemplator.com/america/ydoodle.html>
- X. http://www.yahooligans.com/around_the_world/countries/united_states/history
- Y. <http://www.foreignaffairs.org/home/terrorism.asp>
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Appendix A
“Times That Try Men’s Souls”
Pre- and Post-Test

Word Bank

mercenaries	Massachusetts	traitor	Ralph Waldo Emerson
foe	nurses	belfry	Patrick Henry
freedom	Trenton	territory	Molly Pitcher
patriots	revolution	Colonists	Paul Revere
July 4, 1776	April 19, 1775	forefathers	Francis Marion

1. The _____ won the American Revolution.
2. Sires are our fathers and _____.
3. Concord is located in _____.
4. Another word for enemy is _____.
5. The Declaration of Independence was signed on _____.
6. _____ is the name of a woman who helped the patriots during the war by bringing much needed food and supplies to them.
7. A person who turns against his/her country is called a _____.
8. Colonist who supported the fight against Britain are called _____.
9. Women in the Continental Army were given the job of being _____.
10. “I regret that I have but one life to give for my country” was said by _____.
11. _____ is known as “The Swamp Fox.”
12. Washington’s troops defeated a group of German mercenaries at _____.
13. Captive slaves who joined the American army in the Northern States were given their _____.
14. _____ wrote the poem “Concord Hymn.”
15. Soldiers hired to fight in another country’s war are called _____.
16. “Hang a lantern aloft in the _____ arch/Of the North Church tower as a signal light.”
17. The “shot heard round the world” was fired on _____.
18. An area of land that belongs to the government is called a _____.
19. _____ warned the colonists that the British were coming.
20. A sudden change in government is called _____.

Appendix B
Persuasive Speech Rubric
(Oral language and listening skills)

	0	5	10	15	20
Organization: beginning, middle, ending, ask audience for questions, respond to audience questions	Student lacked cohesive organization.	Student had only 1 of the 3 appropriate sections: beginning, middle, or ending.	Student had only 2 of the 3 appropriate sections: beginning, middle, or ending.	Student had an appropriate beginning, middle, and ending.	Student had an appropriate beginning, middle, ending, and asked and responded to audience questions.
Tone and Inflection of voice	Student did not change tone of voice or use any inflection.	Student used ineffective tone and inflection during the speech.	Student used effective tone and inflection sparingly.	Student used effective tone and inflection during most of the speech.	Student used very effective tone and inflection throughout the speech.
Rate of speech and use of notes	Speaker spoke too fast or slow and used notes the entire speech.	Speaker used inappropriate rate but rarely referred to notes.	Speaker used appropriate rate but used notes the entire speech.	Speaker used appropriate rate but referred to notes frequently.	Speaker used appropriate rate and rarely referred to notes.
Non-verbal Communication: gestures, posture, facial expression, eye contact	Student did not use any non-verbal communication	Student used ineffective or inappropriate non-verbal communication	Student used effective non-verbal communication sparingly.	Student used effective non-verbal communication during most of the speech.	Student used very effective non-verbal communication throughout the speech.
Listening Skills (during others' speeches)	Student was disruptive to other speakers by making noises, talking, etc.	Student did not listen attentively to other speakers but did not disturb.	Student rarely listened attentively to other speakers and did not disturb.	Student listened attentively to most all speakers and did not disturb.	Student listened attentively to all speakers and did not disturb.

Appendix C
Route to War

NAME _____ DATE _____

Draw a map that shows where the American Revolution began. *(You may draw the map at the bottom of this page.)* **Follow the directions to answer the questions and complete the map.**

1. British troops planned to leave Boston to arrest colonial leaders. How would they travel-by land or sea? The secret signal came from the North Church in Boston. Locate and draw the North Church on the map.
2. Paul Revere left on his horse from Bunker Hill to warn the colonists. What was the first town he warned? _____ Locate and label on the map.
3. William Dawes also rode out to warn people. What was the first town he warned? _____ Locate and label on the map.
4. The first shots were fired in Lexington. Draw a star there.
5. Paul Revere was captured midway between Lexington and Concord. Label and draw an X to show where.

More fighting between the British and colonists broke out by the North Bridge in Concord. Label and draw a star there.

“Concord Hymn”
by: Ralph Waldo Emerson
1837

1. conqueror: one who wins; victor
2. foe: enemy
3. rude: rough in workmanship or making
4. shaft: monument
5. sires: fathers; forefathers
6. soft: gentle

Notes:

1. Why was this poem written?
As a tribute to the minutemen who fought in the Revolutionary War.
2. Where is Concord located?
In Massachusetts.
3. Was this poem written at the time of the Battles of Lexington and Concord?
No. It was written 52 years later.
4. What was the significance of these battles?
They began the American Revolution.

Appendix E
"Concord Hymn Test"

A. Match the following vocabulary words with the correct definitions. (5 points each) _____/30

- | | |
|--------------------|-----------------------------------|
| 1. _____ foe | a. rough in workmanship or making |
| | b. monument |
| 2. _____ shaft | c. excited |
| | d. picture |
| 3. _____ sires | e. fathers; forefathers |
| | f. ceremony |
| 4. _____ conqueror | g. enemy |
| | h. one who loses |
| 5. _____ soft | i. one who wins; victor |
| | j. gentle |
| 6. _____ rude | |

B. Circle the correct answer for each question. (5 points each) _____/30

7. Where is Concord located?

- | | |
|-------------|------------------|
| a. Maine | b. Massachusetts |
| c. Michigan | d. Canada |

8. What was the significance of the Battle of Lexington and Concord?

- | | |
|--------------------------------------|--------------------------------------|
| a. It ended the American Revolution. | b. It was fought in Canada. |
| c. It was not a battle. | d. It began the American Revolution. |

9. Who is the poet who wrote "Concord Hymn"?

- | | |
|------------------------|-------------------------------|
| a. Henry David Thoreau | b. Henry Wadsworth Longfellow |
| c. Ralph Waldo Emerson | d. William Shakespeare |

10. What year was this poem written?

- | | |
|---------|---------|
| a. 1775 | b. 2000 |
| c. 1837 | d. 1890 |

11. The "shot heard round the world" was fired in _____.

- | | |
|------------------|---------------------|
| a. Tennessee | b. Virginia |
| c. Massachusetts | d. Washington, D.C. |

12. A _____ was at the spot of the Battle of Lexington and Concord.

- | | |
|--------------------|-----------|
| a. large farmhouse | b. bridge |
| c. school | d. ocean |

Appendix E
"Concord Hymn Test"

C. Write True or False in the blank. (5 points each) _____/30

13. This poem was written at the time of the Battle of Lexington and Concord. _____

14. The conquerors were the Red Coats. _____

15. The foe was the Red Coats. _____

16. The minutemen were farmers and other ordinary people who fought in the American Revolution for America's freedom. _____

17. Everyone around the world actually heard "the shot heard round the world."

18. Great Britain won the American Revolution. _____

D. Write the answer to this question on the lines below? (10 points) _____/10

19. Why was this poem written?

Bonus Question (5 points) _____/5

What is a hymn? _____

Appendix F
IN YOUR OWN WORDS

Name _____ Date _____

The paragraphs below are from the Declaration of Independence. Read each paragraph carefully and then explain each idea in your own words.

The first paragraph of the Declaration of Independence explains why the colonists of America are separating from Great Britain.

When in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with one another, ...a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

1. _____

This paragraph tells what rights all people of America should have.

We hold these truth 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....

2. _____

This paragraph states what the signers of the Declaration of Independence will do to ensure that the new country of America is here to stay.

We, therefore, the representatives of the United States of America,..., appealing to the Supreme Judge of the world...do, in the name...of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be, free and independent states...And, for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

3. _____

Appendix G

Revolve Around the Revolution

Question and Answer Key

1. British lawmakers of Great Britain: **Parliament**
2. Government in which people take part: **democracy**
3. The agreement that ended the American Revolution: **Treaty of Paris**
4. Friends in time of war: **allies**
5. King of Great Britain in 1763: **King George III**
6. Last major American Revolution battle in 1781: **Yorktown**
7. Give Me Liberty or Give Me Death: **Patrick Henry**
8. Former slave whose poems supported independence: **Phillis Wheatley**
9. Why the Sugar Act was passed: **For the colonists to pay for the French and Indian War**
10. Colonists who supported the British and opposed the Revolution: **Loyalists/Tories**
11. Commander-in-Chief of the Continental Army: **George Washington**
12. Signed requests for action: **petitions**
13. American colonist who supported the American Revolution: **Patriot**
14. Meeting of representatives to make decisions: **congress**
15. Pennsylvania representative sent to Britain: **Benjamin Franklin**
16. “redcoats” and “bloodybacks”: **British soldiers**
17. First to die in the Boston Massacre: **Crispus Attucks**
18. Person who turns against his/her country: **traitor**
19. Patriot riders who warned the British were coming: **Paul Revere & William Dawes**
20. His soldiers were called Continentals: **George Washington**
21. He called the British king a bully: **Thomas Paine**
22. A complete change of government: **revolution**
23. Wrote the Declaration of Independence: **Thomas Jefferson**
24. “We hold these truths to be self-evident...”: **Declaration of Independence**
25. Turning point of the American Revolution: **Victory at Saratoga**

Appendix H
PowerPoint Presentation Rubric

	0	5	10	15	20
PowerPoint: slides	Student has less than 2 slides.	Student has only 2 of the following: 1 title slide, 3 supporting slides, and 1 summary slide.	Student has only 3 of the following: 1 title slide, 3 supporting slides, and 1 summary slide.	Student has only 4 of the following: 1 title slide, 3 supporting slides, and 1 summary slide.	Student has at least a title slide, 3 supporting slides, and a summary slide.
PowerPoint: 2 bullets on each slide	Student has no bullets in the slide show.	Student has only 1 bullet in the slide show.	Student has 2 bullets on only 1 slide.	Student has 2 bullets on only 2 slides.	Student has 2 bullets on at least 3 slides.
Memorization and Tone Requirements	Student did not give an oral presentation.	Student read everything from paper.	Student read mostly from paper and had no voice inflection.	Student simply referred to notes and had some inflection.	Student rarely referred to notes with good inflection.
Grammar: Topic Sentence on Title Slide	Student does not have a topic sentence on the title slide.	Student has a topic sentence with incorrect capitalization and punctuation.	Student has a topic sentence with only 1 of the following 3 correct: capitalization, punctuation, or formation.	Student has a good topic sentence with only 2 of the following 3 correct: capitalization, punctuation, or formation.	Student has a good topic sentence with correct capitalization, punctuation, and formation.
Content Requirements	Student gave 1 or none of the following about his hero: picture, name, beliefs, why he/she was important, date of birth with death.	Student gave 2 of the following about his hero: picture, name, beliefs, why he/she was important, date of birth with death.	Student gave 3 of the following about his hero: picture, name, beliefs, why he/she was important, date of birth with death.	Student gave 4 of the following about his hero: picture, name, beliefs, why he/she was important, date of birth with death.	Student showed all of the following about his hero: picture, name, beliefs, why he/she was important, and date of birth with death.