

# **American Revolution War Unit Using Multiple Intelligences**

**The Causes of the Revolution  
The Lifestyles and Culture of the Participants  
The Final Battles**

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Submitted to Dr. Rometo  
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## The American Revolution Unit

### Connie Frank's Fourth Grade Classroom

**Short Summary:** Students will learn about the life and struggles of colonialists during the American Revolutionary years, why the war was fought, and the results of this war.

**General Educational Goals:** Students must be aware of why the war was fought and how important it was for the colonialists to find a solution to the problems they had with England during this era. Students will be exposed to this war in subsequent grade levels in middle school, as well as in high school, so it is important to give students prior knowledge of at least the basic reasons behind the war, such as what led to the war and what the results were from fighting this war.

The goals chosen came from both what the state of Georgia expects students to know concerning the American Revolution and from my own knowledge of what students will need to know for future classes. The goals also originate from my personal feelings as to the basis for why it is important to contribute to the community and our country as patriots. To further these goals into more specific subject matter, the teacher will concentrate on the people and their cultures, the economics with trade, the geographic events which occurred during the battles and resources from the World Wide Web to balance activities which enhance the knowledge of my students.

**Target Learners:** Fourth grade students

**Subject:** The American Revolution and why this war was important to the development of the new United States of America. The focus will be on the learners.

**Subtopics:** music, art, geography, economics, map skills and reading, and use of the Web. The Multiple Intelligences of Linguistics, Logical/Mathematical, Naturalist, Bodily/Kinesthetic, Spatial/Visual, Musical, Interpersonal, Intrapersonal, and Existentialism are used throughout the lessons. Outlines and concepts maps will be used.

**Description:** The students will explore the colonists' cultural backgrounds, as well as the colonial world before, during, and after the American Revolution. Students will understand the geography of the states before and after the war, as well as understand the economics of the states and the new country before

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and after the war. The Web will be consistently used to help students understand the concepts of the war and research the people and the events before, during, and after the American Revolution.

**Prerequisites and Assumptions:** Assumptions in teaching the students about the American Revolution are that, due to the nature of the war in which the United States is currently involved and with so many of their parents involved in this war, the students should enjoy reading about, researching and exploring this war. Students will need to understand what causes the war, the people and cultures of those involved, certain documents ascertained during the war, and know how to use the Web and Inspiration to complete research and create graphs. Students will also need to know how to create documents to be placed on a website. Since I have already taught my students how to use Inspiration, Microsoft Power Point, and the Web in the Computer Lab at the school, students should now be ready to take the next steps. Students have also already created research papers with bibliographies and title pages, power point presentations, and graphs, so they should be ready. My assumption is that the students want to learn and that the students will look forward to understanding the war that led to the development of our country. I will be giving both directions and expecting self-regulation in terms of their learning, and with the directives and skills I have taught them in the past, this should be their next step.

### **The Learning Objectives:**

Students will explore the colonial world by understanding the lifestyles of colonists during this era with a multiple intelligence approach.

Students will create maps based on the geography of the states before and after the American Revolution.

Students will describe the relationship between the geography of the states and the economics of the new country after the war.

Students will use different medians of technology to create graphs and research the people and the events of the American Revolution.

Students will make analogies to situations happening in the American Revolution to wars in our modern era.

Learning objectives will be constantly reviewed and changed to suit the needs of the students as defined by how in depth the subject can be taken with the particular class being taught.

### **Aims and Rationale:**

The aim of this curriculum is to serve as an important step in student learning on the history of the United States. The educator will teach students the

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important people, events, and geographical map skills needed to understand the historical importance of the American Revolution. The educator will teach students to become computer- and technologically-literate through the use of tools such as the Web, Inspiration, Microsoft Power Point, and other technologies important to the development and growth of knowledge for students. As the state of Georgia dictates that students become computer-literate by the time they reach the middle grades, students in this class will produce products that are conducive to this learning environment.

**Instructional Plan and Assessments with Rubrics can be found at the following Website: <http://www.geocities.com/athens/sparta/5029> under the American Revolution WebPages.**

**Activities:** Skills will be needed to complete activities on map reading as well as using the Web. The Somatic approach could be used to identify what people had or didn't have during this war and how people died for a cause. It will be easy to invest in Attitude, as the feelings, emotions, and character demands of participants in the war will be a main focus. The Process, or multiple steps in completing projects, will be a main focus in using the Web for research and other projects. Students will also experience the war by reviewing diaries, hearing war stories, and writing plays and other activities.

The list of activities that students could do leading them toward the learning objectives set up for the American Revolution are as follows:

1. Survey/Questionnaire: Students work in teams to create a survey/questionnaire on what they believe is important to know about the events of the American Revolution.
2. Web Search: Students search through the web site <http://www.geocities.com/athens/sparta/5029> to find all information concerning the American Revolution.
3. Web Quest: Students complete a web quest on information obtained on the American Revolution.
4. Graphs: Students create web maps/graphs on the events of the American Revolution with Inspiration.
5. Research Papers: Students choose topics for research on the American Revolution then create research papers and make presentations.
6. Activities for the Web: Students create their own web searches and activities for the web on the topics they chose.
7. Debate: Students hold a debate using their topics to write and discuss the aspects of the American Revolution.

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8. These debates will be videotaped and recorded audially to be placed on the web site indicated below.
9. Games: Students will research games that Early American children played and take a few days to play them outdoors. Students will then develop their own games based on what they have learned about the people and the cultures of people during the American Revolution.
10. Art: Students will create drawings that symbolize Americana to be used as a backdrop for the play.
11. Music: Students will use the music and poems of the colonial era to view the environment of life in America before, during and after the war. Students will understand what inspired these people to develop their own country out of the colonies.
12. Plays: Students work in groups to create short plays using the information they learned in their research and then impersonate the characters of the plays.
13. Plays will be videotaped for the website below:  
<http://www.geocities.com/athens/sparta/5029> or placed on the school web site with permission of school administrators.
14. Plays can be developed in the form of Old-Fashioned Radio Plays or commercials if desired.
15. After the performance assessments, students will take student-created quizzes on what knowledge they have obtained concerning the American Revolutionary era and the people who lived through those times.

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**Acknowledgement of Sources:** This website has been on the Net since the school year 1996 and has been updated on a monthly basis. All sites listed are on the Net for the use of educators in the classroom and indicate the owners and copyright information. If reproduction need to be made by the teacher, it is advisable to obtain permission from the education link given.

**Other sources** used to plan this curriculum are listed below:

Armstrong, T. (2000). *Multiple intelligences in the classroom* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Boehm, R.G., Hoone, C, McGowan, T.M., McKinney-Browning, M.C., Miramontes,

O.B. & Porter, P.H. (2002). *Social studies: early United States*. Boston, MA: Harcourt-Brace, p.288-318.

Campbell, L. & Campbell, B. (1999). *Multiple intelligences and student achievement: success stories from six schools*. Alexandria, VA.

Cunningham, C.A. & Billingsley, M. (2003). *Curriculum webs: a practical guide to*

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*weaving the web into teaching and learning.* Chicago: University of Chicago, Center for School Improvement, p.3.

Kagan, S. & Kagan, M. (1998). *Multiple Intelligences: The complete MI book.* San Clemente, CA: Kagan Cooperative Learning. ISBN: 1879097451.

Maker, C.J. (1996). *Curriculum development and teaching strategies for gifted learners* (2<sup>nd</sup> ed.). Austin, TX.

### **Social Studies Priority Standards**

Core/Study Skills Information Processing 40 I(E-10) Identifies and states a problem related to topic under study.

Core/Study Skills Time and Chronology 49 I (E-32) Uses calendar to find dates of special events and determine length of time between events.

Core/Study Skills Information Processing 41 C Suggests alternative solutions to a problem.

Core/Study Skills Problem Solving 43 C Chooses a solution to a problem after supplying the evidence.

Core/Study Skills Civic Participation 46 C Works in a group, following set rules of procedure to complete an assigned task.

Core/Study Skills Civic Participation 47 C Identifies and uses alternative methods of conflict resolution.

Core/Study Skills Time and Chronology 52 C (E-32) Uses indefinite time concepts, such as long ago, before, after.

Core/Study Skill Maps and Globes 54 C (E-56) Examines a map's content and title to determine its purpose.

### **Civics History of the Constitution**

#### **History A Nation Is Born**

17 E Identifies the sources of dissatisfaction that led to the American Revolution (e.g., smuggling, taxation without representation, the Intolerable Acts, Stamp Act, Boston Tea Party, and Boston Massacre).

History A Nation Is Born 18 E (E-4) Compares and contrasts different lifestyles in the colonies during the 18th century from the perspectives of large landowners, farmers, artisans, women, indentured servants and slaves.

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### Goals/Objectives and Performance Criteria on Projects/Activities

1.           Goal/Objective: Understanding what is important to know about the American Revolution.  
  
              Performance Criteria: To find out what students know about the American Revolution, students will complete a questionnaire to survey their previous knowledge and what they want to know about the war.
2.           Goal/Objective: Learning how to use Inspiration  
  
              Performance Criteria: After learning how to use Inspiration, students will develop a web map or graph on the important events they need to know concerning the American Revolution.
- 3 and 4.    Goal/Objective: Learning how to maneuver through the web site and Internet  
  
              Performance Criteria: After learning how to maneuver through the class web site and the Internet, as well as completing a web search, students will create their own web searches and a research paper with three citations on the information they found on the Net on a chosen research topic on the American Revolution.
- 5 and 6.    Goal/Objective: Learning how to use Microsoft Power Point, learning how to put graphics on a presentation and creating a Power Point presentation.  
  
              Performance Criteria: After learning about important events of the Revolution and obtaining skills of how to use Power Point, students will create Power Point Presentations that reveal what they have learned about the American Revolution.
- 7 and 8.    Goal/Objective: Learning how to debate  
  
              Performance Criteria: After becoming familiar with the American Revolution, students will hold a debate on their opinions of events during the American Revolution. One example on a debate would be whether the Boston Tea Party would be considered treason now in the United States. The debate can be videotaped for viewing.

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- 9 and 10. Goal/Objective: Exploring the games, art and music of the colonists
- Performance Criteria: After using the games, art, and music of the colonists, student should come to understand that these were real people with real dreams and hopes for the future. Students should understand why they felt compelled to fight to create a new country.
- 12, 13 and 14. Developing plays and learning how to use a videocamera. If there is time, students will also develop radio plays on the material they learned.
- Performance Criteria: After becoming familiar with important Americans of the Revolution, students will develop plays that depict important events in the Revolution then videotape these plays to be placed on the school web site or on the teacher's web site at <http://www.geocities.com/Athens/Sparta/5029>.
15. Goal/Objective: Creating tests and demonstrating knowledge of events and important people of the America
- Performance Criteria: Using what they have learned about the American Revolution, students can get into small groups and create their own mini-tests on what they know about the war. Students will distribute their tests to other groups to take. Those who make a 100 on the test win a prize.

### My Instructional Plan: The American Revolution

Using cooperative learning groups, the teacher will divide the class into 6 groups of 4 (24 students in the classroom now). Two knowledgeable students will be paired with one average and one lower—achieving student if necessary. Each group will name their group and help the teacher to choose a Team Coordinator, Recorder of Notes, Archivist maintaining a folder with sources used, and the Power Point Expert.

Estimated time to complete this curriculum: 2-3 weeks with several visits to the Computer Lab and time outside the classroom for research.

List of Materials and Equipment:

Computer Lab with at least four 486+ powered IBM-compatible computers accessed to the Internet, Microsoft Power Point and printer access.

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Class web site: <http://www.geocities.com/Athens/Sparta/5029>.

Rubrics for Power Point Presentation: Project Page

Rubrics for Group Presentations: Project Page

Copies of American Revolution Project Page/Letter

Rubrics needed for the lessons.

Culmination of the Instructional Plan: Students will create questions based on the prior knowledge of the students in the class before their presentation and give a quick quiz on what they presented to the class after the presentation. In this way, students will use scaffolding to obtain knowledge of how to use the Internet, create a product based on what they have learned and culminate their project through the use of a quick quiz.

### Multiple Intelligence Activities for the American Revolution Unit

#### Linguistics

- Students research information on the causes of the American Revolutionary War and their effects.
- Students research the various acts that England imposed on the colonies.
- Students investigate how the colonists responded to British policy.
- Students read biographies of the key people during the American Revolution
- Students read British and American accounts of the Battle of Lexington.
- Students write descriptions of the acts.
- Students write a biography about the leader, hero or heroine whom they have chosen to research.
- Students write letters explaining their decisions about going to war, which side they chose and why.
- Students write journals from the perspectives of soldiers or others that were part of the war.

#### Logical/Spatial

- Students produce a Revolutionary Times newspaper.
- Students fill in a cause and effect graphic organizer from their research.
- Students create posters representing the acts.
- Students construct a timeline on which the significant events of the War for Independence are placed.
- Students fill in the locations of important battles and significant places on

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- individual outline maps.
- Students in small groups create board games depicting the major events and turning points of the war.

### Logical/Mathematical

- Students will create tables, organize data and graph the casualties of war.

### Music

- Students write poems or songs to demonstrate how the colonists responded to British policy.

### Bodily/Kinesthetic

- Students research and play games that were played by the colonial children in this era.

### Interpersonal

- Students in small groups take the role of Loyalists or the patriots and write the reasons why their cause is right and just.
- Students will share the posters and descriptions with the class.
- Students make short, creative presentation to the class on their findings about British policy.

### Interpersonal/Intrapersonal

- Students debate the question: Are the characteristics that made great leaders and heroes in the past the same as those that make today's leaders and heroes?
- Students debate the pros and cons of going to war.
- Students discuss meaning of the Declaration of Independence.
- Students teach their games to their classmates.

### Existentialist/Interpersonal/Intrapersonal

- Students discuss concepts of conflict, honor, ethical behavior, and values.
- Students debate the pros and cons of going to war.
- Students discuss meaning of the Declaration of Independence.
- Students listen to poster presentations.
- Students listen to creative presentations.
- Students listen to the debate on heroes and leaders.
- Students listen to historical biographies about people who lived during the time of the War of Independence.
- Students listen to other opinions about the pros and cons of going to war, then compare this to our present day war.

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### Lesson 1: Causes of the American Revolution Presented by Connie Frank

Curriculum Connections: Language Arts, Social Studies, Science, Math

Objectives: After exploring the life and times of famous early American leaders prior to, during and after the American Revolution, as well as the anger felt within the colonies against England, students will be able to identify the events that led up to the Revolution and describe the emotions/sentiments that led to the American Revolution.

Educational Goals: Using prior knowledge developed about the colonial era, students will

Materials Needed:

- Reference books with information about the causes of the American Revolution
- Computer with Internet access (optional)
- Regular writing paper
- Pencils and erasers
- Black felt tip markers
- Heavy white card stock or bond paper, 1 per student (8 ½ by 11 in.)
- Black tea bags soaked in warm water, 1 per student
- Paper towels
- Music from the Colonial Era

Multiple Intelligence Connections:

- Provide written and oral presentations on their letters to the class.
- Debate/discuss the reasons why the colonists were afraid and nervous about English occupation and eminent war.

Logical-Mathematical: Students are given five pennies each to pay for their classwork papers to be stamped to get the understanding of what it's like to be taxed on something you previously took for granted—the right to turn in your classwork papers to the teacher.

Linguistic: Students will use reference materials to find information as to why the colonies decided to revolt. Students will write letters to those relatives, persuading them to accept and agree with the American fight for liberty and

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freedom. Addressing creatively why the policies of King George III are unfair, students' letters should include at least two events that led to the desire for independence. They should also include a definition of liberty and why they want it badly enough to fight. The part of the letter will be reviewed and will include the date (between March 5 and December 31, 1770), greeting, body, closing and signature.

**Bodily-Kinesthetic:** During the entire day, every student turning in a paper must pay the teacher a penny and get his/her paper stamped.

**Musical:** After listening to the music of the colonial period, students will sing songs such as "Yankee Doodle Dandy" and "George Washington's Fight Song" to become inspired to write letters to their loved ones.

**Interpersonal:** Ask students to think about how the Stamp Act or Boston Massacre might have affected their lives and the lives of their loved ones in colonial America.

**Intrapersonal:** Students will be asked to close their eyes at the beginning of the lesson and imagine themselves as an American Patriot who feels he/she has been wronged by too many taxes. Students must feel anger at being forced to pay higher taxes when money is scarce and the times are hard.

**Naturalist:** Before they write, students will take a tea bag sitting in water outside the school underneath a tree and rub it over a piece of card stock or bond paper to make it look old while the teacher explains to the class that it is natural for people to want to be free and live in a natural setting. Students will blot the excess water with paper towels and place the paper between two sheets of fresh paper towel to dry. A heavy book will be placed on top of the paper and set aside to dry overnight.

**Existentialist:** Before writing, students should think of the world in which the colonists existed. Were all colonists interested in risking war with England? What if the war were eminent but most of the people around you were unprepared for the war? What would be your thoughts on this and how would you help others prepare for possible war? If there is war, where would England strike first? How would you strategically plan out how to fight them and why?

### Instructions

#### **Opening:**

Remind students of the Colonial American way of life and what they valued

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during this time period. Ask students to close their eyes and imagine themselves as a Colonist struggling to make a life for himself and his family when he is now confronted by terribly high taxes and oppression by foreign troops being in the city. Ask students questions on how they feel and what seems most important to them in this situation.

Tell students about the movement of British troops into surrounding communities and even taking over people's homes. In 1770 how would American colonists have learned about this? How dangerous do you think the situation really is?

### Development:

1. Before the lesson, put the tea bags in a container of warm water to steep.
2. Discuss colonial America and why the colonies sought independence from Britain.
  - What were the positive things about being ruled by a far-away government? What were the negative things?
  - What did the British government do that angered the colonists?
  - Were the colonists reasonable to want independence from Britain?
3. Divide the class into groups of three or four students. Have each group use reference materials and the Internet to research the reasons for the American Revolution. Tell them to list at least four events that led to the war and discuss whether they think the colonists were reasonable to want independence.
4. Ask each group to share their research and opinions. Discuss the following question:
  - Would you have wanted independence as a colonist? Explain your answer.
5. Tell students to imagine they are colonists living in Boston in 1770, just after the Boston Massacre occurred. They have received a letter from a relative in Great Britain who is upset that the colonies are no longer loyal to King George III. The relative wants to know why the colonists are behaving ungratefully.
  - What would you say to this relative?
  - How would you convince someone that you and the other colonists are seeking independence from the king for good reasons?

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6. Explain to students that they will write letters to those relatives, persuading them to accept and agree with the American fight for liberty and freedom. Ask students to think about how the Stamp Act or Boston Massacre might have affected their lives and the lives of others in colonial America. Addressing creatively why the policies of King George III are unfair, students' letters should include at least two events that led to the desire for independence. They should also include a definition of liberty and why they want it badly enough to fight. Review the parts of a letter, and tell students that each should include the date (between March 5 and December 31, 1770), greeting, body, closing, and signature.
7. Before they write, have students take a tea bag sitting in water and rub it over a piece of card stock or bond paper to make it look old. Blot the excess water with paper towels and place the paper between two sheets of fresh paper towel to dry. Put a heavy book on top of the paper and set it aside to dry overnight.
8. Give students time to work on their letters in class or as a homework assignment. They may refer to the reference books or the Internet for more information about events leading to the Revolutionary War.
9. After students have finished drafting their letters, have them trade with a peer to edit for spelling, grammar, and correct letter format. Once letters have been edited, give students black felt-tip markers and have them write their final versions on the aged-looking paper. Tell them to write their letters lightly in pencil before tracing over them in black marker.
10. Display the finished letters in the classroom.

### **Closing:**

Using the knowledge they have gained, students should be able to discuss their emotions and troubled thoughts if they were colonists to write letters to their loved ones. How has the situation changed from that era to the present time we live in?

**Assessment of Lesson:** Using rubrics as a basis for assessment, students will show evidence of understanding the colonial way of life and ability of communication. Students will show evidence of understanding how the colonists felt during those troubled times by created letters that explain their fears of possible war. Students will also show evidence of understanding how to look for, listen to, and interpret information.

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### **Suggested Further Assignment for Student Assessment:**

Present this mission to students. You are an American spy infiltrating the British ranks of soldiers in 1770. You have been asked to describe what the British are planning to do if war seems inevitable. Include a sketch map of what the British plan to do and how they may begin the launch to attack. Students will present a letter to General Washington and include their sketch map.

### **Alternative Assessment for Multiple Intelligences:**

Multiple Intelligence Observation Checklist

### **Evaluation**

Use the following three-point rubric to evaluate students' work during this lesson.

- **Three points:** Students clearly and correctly identified four or more events that led to the American Revolution; wrote thoughtful, creative letters that addressed all the necessary criteria and thoroughly explained the sentiment and emotion that led to the American Revolution.
- **Two points:** : Students adequately identified at least three events that led to the American Revolution; wrote somewhat thoughtful, creative letters that addressed most of the necessary criteria and generally explained the sentiment and emotion that led to the American Revolution.
- **One point:** Students identified two or fewer events that led to the American Revolution; wrote incomplete letters that addressed little to none of the necessary criteria and inadequately explained the sentiment and emotion that led to the American Revolution.

### **Extension: The Unsung Heroes of the Revolution**

Students should research the African-Americans who fought in the American Revolution but who were hardly recognized in the history books.

### **Teaching Information:**

Over 5,000 black men and women took part in America's struggle for independence from Great Britain. They fought bravely, hoping that their sacrifices would help earn them their own inalienable rights to life, liberty, and the pursuit of happiness—rights the institution of slavery had long denied them. As the following account

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reveals, these brave men and women were indeed unsung heroes of the Revolution.

### **Before the War**

Massachusetts was the center of opposition to the British government. Its legislature failed to support the governor of the British troops, and the presence of these troops in Boston was a constant source of irritation to the citizens. When Samuel Adams called for dock workers and seamen to demonstrate against the British troops who were guarding the customs commissioners at Boston harbor, Crispus Attucks, a black man, was one of the first to volunteer. On the evening of March 5, 1770, Attucks, who had escaped from slavery and run away to sea at an early age, joined 20 to 30 other demonstrators on King Street to confront Captain Thomas Preston's company of redcoats. Attucks was at the head of the group, which was armed with only sticks and stones, and urged the others on. The British soldiers fired into the crowd, killing Attucks and four other colonists and wounding several others. In this confrontation, which became known as the Boston Massacre, the first blood in the cause of American independence was shed; and Crispus Attucks, a black man, was the first American to die for the ideals of the Revolution.

A colonial jury later acquitted Captain Preston and all but two of the soldiers, who were found guilty of manslaughter. After this incident, the call for revolution gained momentum; five years later, the war began.

When war broke out, many blacks were eager to enlist and support the Revolution. They believed that the philosophy of the Revolution, based on equal rights for all men, held out new hope for them. At first, there was much controversy over the proposal to enlist blacks to serve in the Continental army. However, it is estimated that between 4,000 and 6,000 served in the Continental army, in both integrated and all-black regiments. Their contributions to the American Revolution are certainly significant. Many served with valor and gave their lives for the cause of freedom and equality.

### **During the War**

The blacks of the New England colonies demonstrated their loyalty to the Revolutionary cause by their courage in the war. For example, Peter Salem, of the Framingham militia in Massachusetts, distinguished himself at the Battle of Bunker Hill.

He is said to have fired the shot that killed Major John Pitcairn, the leader of the British troops. Another enlistee, Salem Poor, was also commended as a brave and gallant soldier for his contributions at Bunker Hill. A special citation signed by

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William Prescott state of Poor: "We was a brave and gallant soldier."

A black soldier named Prince Hall, whose father was English, assisted in the capture of Major General Richard Prescott, the commanding officer of the royal army at Newport. Later, he was instrumental in the formation of the Free Masons Lodge, which worked to educate free Negro children in Boston and urged the Massachusetts legislature to support emancipation measures.

Lemuel Haynes fought in the Battle of Lexington. A minuteman, he later became the first black minister to a white congregation, in Torrington, Connecticut.

Brazillai Lew was the son of a free Negro who migrated from Haiti to Massachusetts. He distinguished himself in the Battle of Bunker Hill and the siege of Boston. He later became the commander of enlisted Negroes in Rhode Island and attained the rank of company commander during the war.

A Rhode Island regiment of 400 blacks successfully defended their position on the Red Bank against 1,500 Hessian troops. At the siege of Savannah in 1778, a group of free Negroes from Haiti known as the Black Legion covered the American retreat. With many counterattacks, under French Admiral Jean d'Estaing, they saved the Americans from a crushing defeat.

One of the most dangerous jobs during the war was that of the spies who gathered intelligence on the British. One such spy was James Armistead, a Negro slave under the command of the French General Marquis de Lafayette. After the war, he purchased 40 acres of farmland in Virginia. His portrait, painted by John B. Martin, hangs in the Valentine Museum in Richmond, Virginia.

Blacks served in the Continental navy as well as the Continental army. Because of their expert knowledge of coastal waters, they served with distinction as pilots of many naval boats. Two of the many black American seamen who distinguished themselves in the Revolutionary War were Joseph Ranger and Caesar Tarrant. Joseph Ranger served on four different naval vessels during the war – the *Hero*, the *Dragon*, the *Jefferson*, and the *Patriot*. In 1781, he was taken prisoner by the British, but he was later released and granted his freedom. The Commonwealth of Virginia gave him a grant of 100 acres of land after the war.

Caesar Tarrant served for four years as pilot on the Continental navy.

In 1786, he received his freedom for his service during the Revolution.

Some blacks were loyal to the British. They favored a British victory because they believed that their chances for freedom would be greater under British rule.

Many even served as British soldiers. In 1781, for example, Fort Cornwallis in Augusta, Georgia, was manned by some 400 British and 200 black soldiers. Many blacks even left with the British at the end of the war. Some historians maintain that over three-quarters of the blacks in Georgia left with the British at the end of

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the Revolutionary War.

### **After the War**

Many slaves were freed by their masters to join the Continental army or navy. Their contributions were noted in the following statement made by American statesman Charles Pinckney, of South Carolina, in 1830: "They were then, as they still are, as valuable a part of our population to the union as any other equal number of inhabitants.

They were, in numerous instances, the pioneers and, in all, the laborers of the greatest part of the fortifications raised for the protection of our country..." Near the end of the war, John Hancock, Governor of Massachusetts, gave a banner with his initials on it to a regiment of black soldiers as a tribute to their devotion to the cause of the American Revolution.

As a result of their loyalty and devotion to America's independence, many laws were passed to aid the blacks at the end of the war. In Rhode Island, in 1778, it was proposed that up to 12 pounds be paid to the owner of each slave who was "immediately discharged from the service of his master or mistress, and be absolutely free, as though he had never been encumbered with any kind of servitude or slavery." The Rhode Islanders also declared that liberty was to be given to "every effective slave to enter into the service during the war, and upon his passing muster, he is absolutely free." In the same year, the Massachusetts legislature passed similar laws. In March of 1781, New York authorized two regiments of blacks to be freed after the completion of their service. A Virginia law of 1783 stated that all slaves who had served in the army could not be reenslaved.

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### Lesson 2: One If By Land, Two If By Sea: A Lesson on Paul Revere and His Famous Ride

Presented by Connie Frank

Curriculum Connections: Language Arts, Social Studies, Science, Math

Objectives: Students will hear the poem and draw pictures of this famous ride while listening to the poem. Students will gather in small groups to read the poem aloud. Students will trace the ride on the maps given, determining what distance he rode and approximate length of time his ride lasted. In small groups students will create a poem dedicated to Paul Revere and put the poem to lyrics such as "Yankee Doodle Dandy."

Educational Goals: Using prior knowledge on how poems are constructed and how to appreciate poetry, students will listen to the poem after exploring the culture of early Americana. Students will draw pictures that depict what they learn from the poem. Students will create poems that will become songs about Paul Revere based on what they learn in class. Students will then trace the route Paul Revere took, measuring the distance and locating the famous towns on this famous ride.

Materials: Longfellow's poem 'Paul Revere's Ride' for each student

Current and historical maps of historical Boston, Lexington and Concord.

Drawing materials

Computers with internet access

<http://www.paulreverehouse.org/ride/>

Rulers and colored markers

Pencils

Music from the Colonial Era

Multiple Intelligence Connections:

- \* Provide visual and oral presentations on the artwork.
- \* Provide visual and oral presentations on the poem and music created.
- \* Organizing, analyzing and presentation geographic information.

Linguistic: Students will read the poem in small groups after listening to the poem read by the teacher. Students will create a poem and turn it into a

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song. Students will write letters to General Washington.

Logical-Mathematical: Students will trace the route that Paul Revere took on his famous ride and determine approximately what distance Paul Revere rode on that famous night. Students will become familiar with the towns in this area: Lexington and Concord.

Bodily-Kinesthetic: Students will draw pictures of the ride while listening to the poem read aloud.

Musical: For homework, students will create a poem, then turn it into a song based on a famous tune such as "Yankee Doodle Dandy".

Interpersonal: Students will share their art and their poem/songs with the class.

Intrapersonal: Students will be asked to close their eyes at the beginning of the lesson and imagine themselves as an American Patriot watching for the enemy to storm the shores of his country. Later on for assessment, students will be asked to imagine themselves as British spies, writing letters to General Washington.

Naturalist: For homework, students will be asked to take a virtual tour of the Paul Revere House online at <http://www.paulreverehouse.org/ride/>. The museum offers pictures, lots of personal information on Paul Revere and a Museum Shop

### Instructions

#### Opening:

Ask students how they get their news. Remind students of the Colonial American way of life and what they valued during this time period. Ask students to close their eyes and imagine themselves as a Colonist struggling to make a life for himself and his family when he is now confronted by an enemy entering his city. Ask students questions on how they feel and what seems most important to them in this situation. Remind students how important the news is to our lives and how dependent we have been on modern communication.

Tell students about the movement of British troops from Boston Harbor into surrounding communities. In 1775 how would American colonists have learned about this? Radio and television had not been invented, so no one could just broadcast the news!

#### Development:

Read [\*Paul Revere's Ride\*](#) to the class. While reading the poem, ask students to

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draw a picture of what they internalize while listening to the poem. After this activity, put students in small groups to reread the poem. Gathered in a larger group when finished, ask students to give their impressions of the poem. What is the task that Paul Revere must complete? Is it a quick, easy ride? Does Revere cover a great distance? Do students sense any urgency?

Tell students that they are going to trace the route Paul Revere traveled in the poem. Gathering again in small groups, give students copies of both a historical map and a current map of the Boston area, including Lexington and Concord. Note the landmarks that Longfellow has included with the students.

Explain to students that there were really three riders that night. (You may need to spend a moment explaining the poet's right to base a story on fact but to make it seem more exciting by using just selected facts.

Point out geographic features on a map of Boston: Boston Harbor, the Back Bay region near the Charles River, the Mystic River, and the towns mentioned in the poem. Discuss possible reasons why Revere and his comrades chose to use more than one messenger to warn the colonists and take different routes. Reasons may include shortest routes, quickest routes, terrain, and British troop placement.

Follow the map, finding various places mentioned: Old North Church (Why is it named this?), Charlestown shore, Medford town, Lexington (What took place there the day after Revere's ride?), Concord.

Remind students that today we can just pick up the telephone and call someone 17 miles (27 kilometers) away, or for that matter 2,000 miles (3,219 kilometers) away. How long did it take riders to travel to Concord from Boston? Was a courier on horseback the most effective means of communication at the time? Was it successful?

Students are now ready to develop a poem dedicated to Paul Revere. Inform them that the poem should be put to some familiar music they have heard recently, such as "Yankee Doodle". If students need extra time to complete the music portion of this assignment, they may take it home for completion and to present in class the next day.

### **Closing:**

Using current maps of Boston, help students retrace [Paul Revere's route](#). How has the Boston area changed since 1775? Is Boston still located on a peninsula?

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What happened to the Back Bay area? (Back Bay was a marsh until the city's landfill project created solid ground for a residential neighborhood in the mid-1800s.)

**Assessment of Lesson:** Using rubrics as a basis for assessment, students will show evidence of understanding the colonial way of life and ability of communication. Students will show evidence of understanding mapping skills by having traced the route that Paul Revere traveled. Students will also show evidence of understanding how to listen and interpret information and how to create poems utilizing their knowledge of colonial music.

### **Suggested Further Assignment for Student Assessment:**

Present this mission to students. You are a British spy in Massachusetts in 1775 and have been asked to describe in writing the possible routes taken by the three riders. Include a sketch map of these routes in a secret letter to your General. Students will present a letter to the General and include their sketch map.

### **Alternative Assessment for Multiple Intelligences:**

Multiple Intelligence Observation Checklist

### **Extending the Lesson:**

Have students, in pairs or small groups, create a map of a colonial village. What businesses or occupations should be represented? What religious denominations may be represented? Students may want to add geographic features such as rivers, harbors, or green areas (e.g., Boston Common, Lexington Green).

### **Teaching Note:**

Longfellow's poem has Revere riding the entire trip to Concord. In reality, Revere was one of three riders who rode portions of the route. William Dawes rode through Cambridge to Lexington, where he met Revere. Samuel Prescott continued the ride to Concord after Revere and Dawes were stopped by British troops.

In contrast to Dawes's route around Back Bay, a driver today making the same trip could save considerable time by taking Commonwealth Avenue from Boston Common to the bridge to Cambridge.

## The American Revolution Unit

### Lesson 3: Understanding American Values Presented by Connie Frank

Curriculum Connections: Language Arts, Social Studies, Science, Math

Objectives: Students will understand that taxation of the American colonists led to the revolution. They will also understand that all historical eras have protest songs and poetry. Students will also understand that they can and should perform and analyze old literature so that errors in history will never be repeated.

Educational Goals: Using prior knowledge on how poems and songs are constructed and how to appreciate poetry, students will listen to the poem after exploring the culture of early Americana. Students will draw pictures that depict what they learn from the poem. Students will create poems that will become songs about Paul Revere based on what they learn in class. Students will then trace the route Paul Revere took, measuring the distance and locating the famous towns on this famous ride.

Materials: Text of the poem "Revolutionary Tea"  
Music from the Colonial Era

Multiple Intelligence Connections:

- \* Provide visual and oral presentations on the song/poem presented.
- \* Organizing, analyzing and presentation graphed information.

Linguistic: Students will read the poem in small groups after listening to the poem read by the teacher. Students will plan and rehearse an oral interpretation of the poem in class.

Logical-Mathematical: Students will graph the British and Colonial army casualties of the battle of Lexington and Concord. Students will then discuss the strategies involved in the fighting.

Bodily-Kinesthetic: Students will rehearse the poem/song and mark up their copies to show where to pause, where to place emphasis and where to change tone and pacing. Students should dress up for the reading of the poem/song.

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**Musical:** Students will listen to and analyze the song “Revolutionary Tea”.

**Interpersonal:** Students will discuss and understand that the poem is biased.

**Intrapersonal:** Students will be asked to understand how it would feel to have a poem written about you that was biased.

**Naturalist:** A video of the ocean will be showing on the screen in the background while the students read the poem.

**Existentialist:** While imagining themselves as a colonist, students should consider the situation of all the people in the colonies at this time, even those who are not patriots. They should also consider the Quakers, who did not believe in fighting.

### Instructions

#### Opening:

As preparation for this project, students should have a basic understanding of the facts and the meaning of the historical incident we refer to as the Boston Tea Party—especially, an understanding of the tax on the tea exported to the colonies. Students will be asked to imagine themselves caught up in a war in which all lives are at stake.

#### Development:

Tell students they will participate in or analyze a performance of an 18th-century poem (actually, a song originally) and then discuss its meaning and craft. Make the following text (by anonymous authors) available to students as an overhead projection, as photocopies, or by another means. FYI: Other versions of the text appear in *A Comparative Anthology of Children's Literature* by Mary Ann Nelson and *From Sea to Shining Sea* by Amy Cohn.

#### Revolutionary Tea

There was an old lady lived over the sea  
And she was an island queen.  
Her daughter lived off in a new country  
With an ocean of water between.

5 The old lady's pockets were full of gold

## The American Revolution Unit

But never contented was she,  
So she called on her daughter to pay her a tax  
Of three pence a pound on her tea,  
Of three pence a pound on her tea.

10 "Now, mother, dear mother," the daughter replied,  
"I shan't do the thing you ax.

I'm willing to pay a fair price for the tea,  
But never the three-penny tax." route Paul Revere traveled in the poem.

Gathering again in small groups, give students copies of both a historical map and a current map of the Boston area, including Lexington and Concord. Note the landmarks that Longfellow has included with the students.

"You shall," quoth the mother, and reddened with rage,

15 "For you're my own daughter, you see,  
And sure 'tis quite proper the daughter should pay  
Her mother a tax on her tea,  
Her mother a tax on her tea."

And so the old lady her servant called up

20 And packed off a budget of tea;  
And eager for three pence a pound, she put in  
Enough for a large family.

She ordered her servant to bring home the tax,  
Declaring her child should obey,

25 Or old as she was, and almost full grown,  
She'd half whip her life away,  
She'd half whip her life away.

The tea was conveyed to the daughter's door,  
All down by the ocean's side,

30 And the bouncing girl poured out every pound  
In the dark and boiling tide;

And then she called out to the island queen,

"Oh, mother, dear mother," quoth she,

"Your tea you may have when 'tis steeped quite enough

35 But never a tax from me,  
But never a tax from me."

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After reading through the text once for your class, decide if students need definitions for the following words and expressions:

- Line 8, *pence*: British money, roughly considered a penny in the United States but not a totally negligible amount in the 18th century
- Line 11, *shan't*: old contraction for *shall not*, which in 21st-century English usually takes the form *will not*
- Line 14, *quoth*: old form for *quoted* or *said*
- Line 20, *budget of tea*: a quantity for a particular use
- Line 28, *conveyed*: transported
- Line 30, *bouncing*: lively
- Line 31, *boiling*: angry
- Line 34, *'tis*: it is, it's

Line 34, *when 'tis steeped quite enough*: when the tea leaves have released sufficient flavor into the water.

Give a small group of students time to plan and rehearse an oral interpretation of "Revolutionary Tea." Teach or review with these students the fundamentals of oral interpretation of literature.

- The group might begin by individually reading the poem silently and then aloud.
- The group must think about and discuss the meaning of the poem as well as its craft: sound (repetition, alliteration, onomatopoeia, rhyme), language (word choice, imagery, figurative language), and form (stanza division).
- Based on initial thoughts about meaning and craft, the group must decide who will read which lines during the presentation. Will only one student read? Two in unison? All in unison? Will the students share the reading by stanza?
- During rehearsals, students should mark up the poem to indicate where to pause, where to place emphasis, where to change tone and pacing.
- Assure students that it is not unusual to make revisions in oral presentation during the rehearsal period.
- The oral presentation cannot just start. One of the students should write and speak an introduction. The student should try to catch the audience's attention with the introduction and be clear where the introduction ends and where the poem itself begins.

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Advise students to stand when they read from their marked-up poems, to speak slowly and clearly enough for the audience to absorb the poem, and occasionally to make eye contact with the audience.

After the group performs, begin a whole-class discussion of the poem. One way to begin is to teach or review with students the meaning of *allegory*. According to *English Matters!* (Grolier Education, 2000), an allegory is

a narrative in which the setting, characters, and events represent more than their apparent meanings. That is, you can understand an allegory on more than one level, and the indirect messages are generally more important than the obvious story. You can think of an allegory as a long and complex metaphor in prose, poetry or dramatic form.

With a shared definition of *allegory*, students should be ready to tell you what each of the following terms stands for in the context of the Boston Tea Party:

- Old lady; island queen (England)
- Her daughter; the bouncing girl (the colonies)
- Old lady's pockets (the English treasury)

Her servants (the monarch's emissaries)

Proceed to make sure students realize the poem is biased: It is not simply a factual presentation of the two sides involved in the Boston Tea Party but, rather, takes the side of the rebelling colonists by making the "old lady" seem wealthy when, in fact, the British crown was experiencing financial problems. The anonymous writers also make the crown sound horrific ("She'd half whip her life away") and the colonies sound innocent and witty ("bouncing girl"; "when 'tis steeped quite enough")—oversimplified representations.

### Closing: Discussion Questions

1. How do you think the actions of the British Parliament affected the colonists? What were the colonists' responses to those actions? Who do you think was more justified in their actions, the colonists or Parliament? Support your answer with specific examples.
2. Debate the decision of General Howe in ordering the British Army to march to Concord to seize munitions. What other choices could General Howe have made?
3. Analyze what effects the Boston Massacre had on the people of the colonies. Explain how this could have contributed to cause the American Revolution.
4. Compare and contrast British soldiers and colonial soldiers. Discuss to what extent their differences or similarities might have had an impact on the outcome of the war.
5. Analyze why some colonists remained loyal to the king while others rebelled against him.
6. Debate the Continental Congress' choice for commander of the army. Based upon his

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military record, was he the best person for the job?

**Assessment of Lesson:** Using rubrics as a basis for assessment, students will show evidence of understanding the colonial way of life and ability of communication. You can evaluate both the oral presentation and the class discussion.

### Oral presentation

Use the following three-point rubric:

**Three points:** expressive reading; lines intelligently divided among group members; voices significantly loud and clear

**Two points:** less-than-adequate expression in reading; lines well divided; voices adequately loud and clear

**One point:** inexpressive reading; inadequate division of lines; voices not loud and clear enough

### Class Discussion

Make notes about students' ability to treat one another respectfully and participate but not monopolize.

### **Alternative Assessment for Multiple Intelligences:**

Multiple Intelligence Observation Checklist

### **Suggested Further Assignment for Student Assessment:**

#### **General Gage vs. Samuel Adams**

Have students use a computer program or their general mathematics skills to graph the British army casualties during the battle of Lexington and Concord and the battle of Bunker Hill (see the raw data, below). Then ask students to discuss the statistics from the point of view of one of the following:

- General Gage, British commander-in-chief, who asks the king for more troops
- Samuel Adams, patriot, who urges the king to give the colonists their independence

Give students an opportunity to discuss how the same set of numbers can be used to serve different ends.

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### Raw data

- Battle of Lexington and Concord involved 1,800 British redcoats; 270 reported wounded, missing, and dead
- Battle of Bunker Hill involved 2,500 British redcoats; 1,000 casualties reported

### **Maxims**

Benjamin Franklin is well known for writing or rewriting common-sense advice and sayings. His perspective on his life and times, as found in *Poor Richard's Almanac*, was popular in his day and remains popular. Students enjoy deciphering the Franklin proverbs. Initiate a class discussion around some or all of the following:

- Early to bed and early to rise makes a man healthy, wealthy, and wise.
- Never leave till tomorrow that which you can do today.
- At the working man's house, hunger looks in but dares not enter, for industry pays its debts.
- Light purse, heavy heart.
- Hunger never saw bad bread.
- Great talkers, little doers.
- He that lies down with dogs shall rise up with fleas.
- Men and melons are hard to know.
- He has lost his boots but saved his spurs.

# The American Revolution Unit

## Lesson 4: Music and Poetry of the American Revolution

Connie Frank

Curriculum Connections: Language Arts, Social Studies, Science, Math

Objectives: Students will understand how poems can be constructed to influence people and reflect the culture in the country.

Educational Goals: Using prior knowledge on how poems are constructed and how to appreciate poetry, students will write poems based on templates created by the teacher after exploring the culture of early Americana. Students will draw pictures that explain what they want their audience to get from their poems. Students will create poems that will become songs about the events of the Revolution based on what they learn in class.

Materials: Poem templates

Drawing paper

Computers with internet access of various paintings of the Revolution era

Fiddle Tunes

<http://www.halcyondaysmusic.com/colonialmusic/index.htm>

Songs of the Revolution

<http://library.thinkquest.org/TQ0312848/music.htm>

<http://members.aol.com/TeacherNet/Revolutionarywar.html>

Loyalist Songs and Poetry

<http://www3.sympatico.ca/goweezer/theshack/songs.htm>

Virtual Field Trips for American Revolution

<http://www.fsc.edu/tah/virtualfieldtrips.html>

Rulers and colored markers

Pencils

Music from the Colonial Era

Multiple Intelligence Connections:

- \* Provide visual and oral presentations on the artwork.
- \* Provide visual and oral presentations on the poem and music created.
- \* Organizing, analyzing and presentation geographic information.

## The American Revolution Unit

Linguistic: Students will write poems based upon what they learned about the American Revolution

Logical-Mathematical: Students will use rulers to help them draw the pictures that explain their poetry.

Bodily-Kinesthetic: Students will draw pictures that explain their poetry.

Musical: Students will listen to Revolutionary war period songs.

Interpersonal: Students will share their art and their poem/songs with the class.

Intrapersonal: Students will be asked to close their eyes at the beginning of the lesson and imagine themselves having finally won the war, knowing they are now a free nation.

Naturalist: For homework, students will be asked to take a virtual tour of the American Revolution at <http://www.fsc.edu/tah/virtualfieldtrips.html>

Existentialist: Students will listen to the music, create poems and songs, and draw pictures to help them understand both the emotions and turmoil of the Patriots and the Loyalists.

### Instructions

#### Opening:

Ask students to relax and think back on what they have learned concerning the American Revolution. Remind students that the groups were divided: Loyalists (or Tories) and Patriots (or Rebels).

#### Development:

Divide students into two groups. Assign one group to represent the Loyalists and another group to represent the Patriots. Ask each student to write a poem from that assigned perspective. Encourage students to discuss their positions with others in the group to gain insight and motivation for writing the poem. Poems might follow one of the following formats:

**ABC Poem:** Use the letters of the alphabet to start each line of the poem.

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Continue until you come to a logical conclusion.

A young boy tosses in his sleep  
Because he knows trouble is coming  
Coming from across the Atlantic  
Dampening hopes for peaceful resolution  
Even though compromises have been made...  
Fathers are leaving their homes,  
Gathering in so-called regiments  
Holding fast to their faith and pride  
In one nation - united and free!

**Acrostic Poem:** States a creative or humorous idea in responses to what is studied. The letters of a person, place or idea begin each line of the poem. The lines describe emotions, tragedies, and event,...

Love of Country  
One Crown  
Years of Protection  
Allegiance to the King  
Leadership of Lords  
Insist on Obeying  
Slaves will help us  
To win this War!

**Bio-Poem:** A way to find out about a character, a person you know, or yourself. The poems provide the following information:

Line 1: Name George Washington  
Line 2: Four Traits Curious, patriotic, courageous, leader  
Line 3: Related to \_\_\_\_\_ Husband to Martha  
Line 4: Who cares deeply about \_\_\_ Who cares deeply about his country  
Line 5: Who feels \_\_\_\_\_ Who feels driven by his beliefs  
Line 6: Who needs \_\_\_\_\_ Who needs a government that is fair to the people  
  
Line 7: Who gives \_\_\_\_\_ Who gives his life to serve the American cause  
Line 8: Who fears \_\_\_\_\_ Who fears losing the Revolutionary War  
Line 9: Who would like to see \_\_\_\_\_ Who would like to see a free, independent nation

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Line 10: Resident of \_\_\_\_\_ Resident of Mount Vernon

**Cinquain:** A poem of five lines summarizing five basic elements:

Name: Thomas Jefferson

Two adjectives: intelligent, educated

Three Verbs: respected, well-traveled, learned

Simile (like a...as a...) As patriotic as a general in battle

Synonym for the first line: Statesman

**Cinquainographies:** A cinquain that is slightly altered:

First Name of Person: Eve

2 words associated with the person: African-American slave

3 participles (ing words) describing

one aspect of the person: Spinning, weaving, working

4 participles (ing words) describing

a different aspect of the person: Praying, hoping, deciding, running

The last name of the person: (none)

**Concrete Poem:** The shape or design helps express the meaning or feeling of the poem.

**Definition Poem:** Defines a word or idea creatively...

*War*

Two Rivals

Fighting for a cause

When caught in disagreement

**Found Poem:** A Found Poem is a collection of luminous words or phrases quoted from a piece of literature. When read aloud, these words or phrases that groups of students have selected from the text form a Found Poem that focuses on the essence of that text. The Found Poem can be created by students after a piece of text or entire text has been read. The Found Poem enables individuals, groups, or the entire class to return to the text to focus on those vivid words or phrases originally used by the author.

*Mary Geddy's Day*

This is an important day in my town.

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I am both excited and frightened.  
See how busy the town is today!  
Anne's papa is loyal to the king.  
Freedom will not feel as good to me if Anne must leave.  
It is hard to sit still  
The delegates are not voting for war,  
They are voting for or against independence.  
There is a great commotion outside on the street.  
BOOM! BOOM! BOOM!  
Gunfire  
"Independence!"  
The continental flag is raised  
Virginia has decided.  
Huzzah! Huzzah! Huzzah!  
Will papa go to war?  
Will I still have music lessons?  
Will Anne truly move away - all the way to England?

(excerpts for found poem taken from *Mary Geddy's Day: A Colonial Girl in Williamsburg*, by Kate Waters, Scholastic, 1999)

**Haiku:** Haiku is a traditional Japanese art form, which is over 700 years old and blossomed in the 17th century. It is a short poem with a specific format. The themes for Haiku usually refer to the seasons or nature and encourage the reader to "fill in" the missing images. There are no articles in the Japanese language, few pronouns, and usually no distinctions between plural and singular. Original Haiku is difficult to translate and is found untitled. Haiku has remained popular in its 17-syllable form of 5-7-5.

*Patriot*

Belief in Country  
Representing the People  
Fought for our Freedom

**Historic Diamante Poem:** A close cousin of the cinquain is the form of unrhymed poetry called the Diamante. Because of its physical appearance on paper resembles that of a

diamond, it was christened with the Italian word for diamond. It is often used to

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explore opposites and words well when students are studying a dramatic change in a character, place, system or event.

Topic (noun)  
2 Describing Words (adjectives)  
3 Action Words (ing)  
2 Words to capture topic & 2 words to capture antonym/ending noun  
3 Action Words for ending noun  
2 Describing Words for ending noun  
Ending noun (antonym)

Loyalist  
Faithful, English  
Preserving, Enforcing, Fighting  
Protected, Traditional - Traitor, Rebellious  
Arguing, Battling, Believing  
Untrained, Inexperienced  
Patriot

**Lyric Poem:** Lyric poems carry a lyrical quality in expressing thoughts, ideas, emotions, and information about any topic:

*Why must I decide  
Between one or the other?  
Either choice will bring but pain and sorrow.  
I watch as families are divided  
And neighbors cease to speak  
Whose interests are served  
When dissention and fear override  
The progress we've made and now must divide...  
I remain,  
Undecided.*

**Narrative Poem:** A Narrative Poem is about a character or an important event. This poem tells a story in an arrangement of actions or a sequence of events. It celebrates ideas and images in rhythms and rhymes.

**Who-What-Where-When-Why Poem:** Exactly as the name implies:

WHO: Paul Revere, American Patriot

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WHAT: Carried hopes and promise in his famous ride

WHERE: In the land that would be a new nation

WHEN: When the government became of and for the people

WHY: To establish freedom and the pursuit of happiness

**Word Cinquain:** Much like a cinquain, this short poem captures the essence of a person, place, event, era, or idea. The words are used more freely, however, and create an image or idea with each line.

War  
No winners  
Walking, waiting, wondering  
Buying freedom with our lives  
Soldiers

### Closing:

Encourage students to illustrate their poems if time allows. Have students stand with their assigned group and position groups so they are facing each other. Ask for a student to read aloud his/her poem from the Loyalist group, then ask for one from the Patriot group. Keep the "firing" of poems going back and forth (you might line students up so they know when it's their turn to read). After all poems are read, ask students what they heard in the readings. Ask: *Do you have a better understanding of the perspective you were assigned? Why or why not? Do you have a better understanding of the other perspective after hearing these poems? How might poems and other personal writings tell us about the Revolutionary War? How are poems different from other sources of information from this period?*

**Assessment of Lesson:** Using rubrics as a basis for assessment, students will show evidence of understanding the colonial way of life and how life changed for the colonists, both Loyal and Rebels, during and after the war. . Students will also show evidence of understanding how to listen and interpret information and how to create poems utilizing their knowledge of colonial music.

### Suggested Further Assignment for Student Assessment:

Have the students had tunes to their poems to give them rhythm and song.

### Alternative Assessment for Multiple Intelligences:

Multiple Intelligence Observation Checklist

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### Extending the Lesson:

Students will debate both sides of the issue, Loyalist and Rebel, to understand exactly why the war was fought and determine if one side was guilty of taking away the rights of others or both sides were guilty.

### Extension of the Lesson:

The reason why the Declaration of Independence was written should be discussed. Students should memorize the first few lines of the Declaration of Independence and understand the key points made in this document.

## Lesson 5: Saratoga to Valley Forge

### Connie Frank

Curriculum Connections: Language Arts, Social Studies, Science, Math

Objectives: Students will appreciate the difficulty enlisted men and generals, on both sides in the war, faced during the Revolutionary period in keeping track of their experiences. In those pre-electronic and pre-electric days, even diaries and writing implements were hard to come by on the war front.

Educational Goals: Using prior knowledge on what a leader and hero is, the students will adopt a soldier in the war and keep diary and journal entries of events in the war.

Materials: Journal  
Reference Books  
Magazines  
Paper/Pencil

Multiple Intelligence Connections:

- \* Provide visual and oral presentations on the research completed
- \* Organizing, analyzing and presentation graphic information.

Linguistic: Students will keep diary entries on events of the war.

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Logical-Mathematical: Students will develop strategies that would help them keep alive as soldiers while fighting the war.

Bodily-Kinesthetic: Students will enact a portion of their diary for their peers in the classroom setting to get a feel for conditions during the war.

Musical: Students will listen to music from the Revolutionary War era while presenting.

Interpersonal: Students will listen and participate in evaluating the entries presented by their fellow students.

Intrapersonal: Students will listen and participate in evaluating the entries presented by student, internalizing the material to prepare for evaluation.

Naturalist: Students will go to a virtual museum on the Revolutionary War before making their presentations to help them get “into” the hearts of those who participated in the war.

Existentialist: While imagining themselves as a colonist, students should consider the situation of all the soldiers in the war at this time, even those who are not patriots. They should also consider the Quakers, who did not believe in fighting, but they were forced into roles as soldiers through kidnapping.

### Instructions

#### Opening:

As preparation for this project, students should have a basic understanding of the facts and the meaning of the historical incidents that caused the Revolutionary War and the people who participated in the war. An outline and pertinent information will be passed to the students. An open-ended approach will be given to the research and presentation of the material presented.

#### Development:

Ask students to assume that they are at a battle site or in a camp and somehow have secured paper or parchment and a pen and ink. Their assignment is for each to write a diary entry that tells about the writer’s experiences on a significant day of the war during 1777 and up until July 1778.

To focus this assignment as much as possible, tell students that they must write

## The American Revolution Unit

from the point of view of one of the following men:

### On the American side

Washington

Gates

von Steuben

### On the British side

Howe

Clinton

Burgoyne

In addition, the writer of each diary entry must begin the entry with a specific date (anytime in 1777 until July 1778) and the name of the place where he or she is composing it. Students should choose one of the following locations:

Brooklyn Heights

Fort Ticonderoga

Germantown

Harlem Heights

Monmouth Courthouse

Philadelphia

Princeton

Saratoga

Trenton

Valley Forge

White Plains

### **Discussion Questions:**

Discuss whether fighting on American soil gave the Americans an advantage over the British. Use examples from the program.

Defend or criticize General Burgoyne for his persistence and unwillingness to surrender earlier in the war.

Discuss what France could gain or lose by joining forces with the Americans against the British.

Compare the physical and mental condition of General Washington's soldiers before and after the arrival of "Baron General" Friedrich Von Steuben.

Debate Von Steuben's promotion to Major General despite the fact that he lied about his background and credentials.

## The American Revolution Unit

Analyze the strength of the Franco-American alliance after the battle for Rhode Island.

### **Evaluation:**

Evaluate the students' diary entries using the following three-point rubric:

**Three points:** inclusion of date and place; three pieces of verifiable information and three pieces of invented information (as outlined in Procedures); totally coherent and unified paragraphs; error-free grammar, usage, and mechanics

**Two points:** inclusion of date and place; two pieces of verifiable information and two pieces of invented information; mostly coherent and unified paragraphs; some errors in grammar, usage, and mechanics

**One point:** inclusion of date and place; lacking at least two pieces of verifiable information and two pieces of invented information; paragraphs lacking coherence and unity; many errors in grammar, usage, and mechanics.

### **Extensions:**

#### **The American Revolution: Saratoga to Valley Forge**

##### **Who Were the Hessians?**

Have students research the role of Hessian soldiers. Who were they, where did they come from, and whom did they help and why? Have students prepare a brief written report.

##### **Historical Marker**

Ask students to choose a battle between the British and the Americans. Direct them to create a historical marker for the battle site so that others may learn about what happened there. The minimum information that students should include on the plaque is name of the place, number of dead, names of leaders, and results of the battle.

## The American Revolution Unit

### Lesson 6: Researching a Famous Revolutionary War Figure

#### Connie Frank

Curriculum Connections: Language Arts, Social Studies, Science, Math

Objectives: Students will understand that to be a leader, a person must possess leadership qualities.

Educational Goals: Using prior knowledge on what a leader and hero is, the students will research an historical figure of their choice and create a research paper with a bibliography and a visual display on that person.

Materials: Computer  
Reference Books  
Magazines  
Paper/Pencil  
Poster Board

Multiple Intelligence Connections:

- \* Provide visual and oral presentations on the research completed
- \* Organizing, analyzing and presentation graphic information.

Linguistic: Students will research the information on their person through websites, books, and magazines to create a good researched paper and bibliography.

Logical-Mathematical: Students will study an outline on what is required for the research paper and organize graphic information concerning this person's involvement in the war to present it to the class.

Bodily-Kinesthetic: Students will dress the part of their historical person while sharing their researched material and visual display.

Musical: Students will listen to music from the Revolutionary War era while presenting.

Interpersonal: Students will listen and participate in evaluating the research presented by students.

## The American Revolution Unit

**Intrapersonal:** Students will listen and participate in evaluating the research presented by student, internalizing the material to prepare for evaluation.

**Naturalist:** Students will go to a virtual museum on the Revolutionary War before making their presentations to help them get “into” the hearts of those who participated in the war.

**Existentialist:** While imagining themselves as a colonist, students should consider the situation of all the people in the colonies at this time, even those who are not patriots. They should also consider the Quakers, who did not believe in fighting.

### Instructions

#### **Opening:**

As preparation for this project, students should have a basic understanding of the facts and the meaning of the historical incidents that caused the Revolutionary War and the people who participated in the war. An outline and pertinent information will be passed to the students. An open-ended approach will be given to the research and presentation of the material presented.

#### **Development:**

Tell students they will be required to complete a research paper on an historical figure who participated in the years prior to and during the Revolutionary War. Students must have prior knowledge on how to put together a research paper and create a poster board visual on the subject presented. Students will be given the information required for the research and given opportunities to obtain research information. Poster boards will be passed out to the students to present and students will be asked to complete the work assigned in a six-week span of time. Rubrics will be used to grade the assignments.

#### **Closing Focus Questions:**

1. What reasons would make the colonists revolt against England?
2. What were the significant events leading up to the American Revolution?
3. How did the colonists respond to British policy?
4. Why was the snake used to represent the colonies? Was the snake a good choice? Why/why not?

## The American Revolution Unit

5. What animal would you choose as a symbol for the colonies? Explain your reasons why/why not.
6. Did the poem written by James Rivington support the Loyalists or Patriots? What are the clues in the poem that indicate which side he supports?
7. Who were the key people during this period and for what were they famous?
8. How did the war progress from the first rebellion to the signing of the Declaration of Independence?
9. Why was there conflict between families, friends and communities?
10. Why was the Declaration of Independence such an important document when it was written, and is still the basis for our democracy today?

### Extension:

Students will be assigned one major battle in the American Revolution and will be required to create a Power Point presentation on the information they find. Taking several visits to the Computer Lab in the school, as well as researching the Internet for information on their assigned battles, students will meet three times to gather information. Links for research are included on the class web site: <http://www.geocities.com/Athens/Sparta/5029> with more links attached to develop new ideas and enrichment for the students, web searches are provided to help develop questions, and more extending activities are given throughout the web site. The Recorder of Notes will take notes on what steps are taken by each person in the group to make the power point presentation. The Archivist will gather the information each member has obtained and coordinate each event of the battle in a sequential order. The Power Point Expert, guided by the entire group, will create the Power Point presentation in sections but will have each member in the group find legal graphics and/or draw pictures to scan and add to the Power Point presentation. Rubrics on what is expected of a Power Point presentation and the culminating class presentation are located on the Projects page on the class web site: <http://www.geocities.com/Athens/Sparta/5029>.

# American Revolution



THE DESTRUCTION OF TEA AT BOSTON HARBOR, DECEMBER 16, 1773

To help our students become more familiar with famous people of the American Revolution, they are ready to create research reports. They have chosen their famous persons and are currently researching them in the library.

The report must be 250-300 words long. A title page including a picture of the person those chose is required. Three references are due at the end of the report which should include a book and two websites written as a Bibliography. The students have been given information on making a Bibliography to help them.

One visual aid is due, such as a picture the student has drawn, a transparency to use on the overhead, a poster, etc.

It is very important that all students know how to research for information, and the reports they do for class are designed to allow for discovery learning. I am so glad that they are excited about doing these reports.

**This Project is due March 31, 2007.**

## The American Revolution Unit

### OUTLINE FOR THE AMERICAN REVOLUTIONARY

#### WAR FIGURE

#### TITLE: "What Caused This Person to Take a Political Stand

#### During the American Revolution"

- I. Introduction
- II. Background: Who this person was
  - A. Birth
    1. His/her birthplace
    2. His/her birthdate
    3. His/her parents and where they came from
  - B. Childhood
    1. His/her family relations
    2. His/her education
    3. His/her friends
  - C. Marriage
    1. His/her courtship
    2. His/her wedding date and place
    3. His/her children, grandchildren, great-grandchildren
    4. What this person did in his/her life
- III. What this person did in the American Revolution
  - A. His/her daily life and relations with peers
    1. His/her friends
    2. Opinions about him/her from other people
  - B. His/her workplace and job
    1. Where this person worked
    2. What kind of work reputation this person had

## The American Revolution Unit

- C. His/her friends who influenced participation in the American Revolution
  - 1. What kind of people he/she associated with
  - 2. What influences helped him/her make the decision to fight on either side
  
- IV. What this person did in the American Revolution
  - A. His/her loyalty to the Patriots or the Tories
    - 1. Which side he/she chose
    - 2. Why this opinion of politics influenced him/her
  - B. What he/she did to help the war happen
  - C. Why he/she helped the war happen
  
- V. His/her epitaph
  - A. When he/she died
  - B. What he/she died of during or after the war
  - C. How he/she died
  - D. What would be said on his/her actions during the war on his/her tombstone
  
- VI. Conclusion
  - A. Your opinion on what happened to this person
  - B. Your opinion on what caused this person to take a political stand during the American Revolution
  - C. Your opinion on how he/she would have lived life differently if it could be lived again

# The American Revolution Unit

## Research Report : Requirements

Teacher Name: **Mrs. Frank**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Amount of Information</b>	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>First Draft</b>	Detailed draft is neatly presented and includes all required information.	Draft includes all required information and is legible.	Draft includes most required information and is legible.	Draft is missing required information and is difficult to read.
<b>Notes</b>	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
<b>Graphic Organizer</b>	Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics.	Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics.	Graphic organizer or outline has been started and includes some topics and subtopics.	Graphic organizer or outline has not been attempted.
<b>Diagrams &amp; Illustrations</b>	Diagrams and illustrations are neat, accurate and add to	Diagrams and illustrations are accurate and add to	Diagrams and illustrations are neat and accurate and	Diagrams and illustrations are not accurate OR do not

## The American Revolution Unit

	the reader's understanding of the topic.	the reader's understanding of the topic.	sometimes add to the reader's understanding of the topic.	add to the reader's understanding of the topic.
<b>Internet Use</b>	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.

Date Created: Jul 02, 2004 02:18 pm (CDT)

**RubiStar** Rubric Made Using:  
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### HyperStudio/Powerpoint Appearance and Content : Presentation

Teacher Name: **Mrs. Frank**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Originality</b>	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
<b>Content -</b>	All content throughout	Most of the content is	The content is	Content is typically

## The American Revolution Unit

<b>Accuracy</b>	the presentation is accurate. There are no factual errors.	accurate but there is one piece of information that might be inaccurate.	generally accurate, but one piece of information is clearly flawed or inaccurate.	confusing or contains more than one factual error.
<b>Sequencing of Information</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Digital Camera Use</b>	Picture is high quality. The main subject is in focus, centered, and of an appropriate size compared to other objects in the picture.	Picture is good quality. The main subject is not quite in focus, but it is clear what the picture is about.	The pictures are of marginal quality. The subject is in focus but it is not clear what the picture is about.	No picture taken OR picture of poor quality.
<b>Text - Font Choice &amp; Formatting</b>	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
<b>Sounds - planning</b>	Careful planning has gone into sounds. All sounds improve the content or "feel" of the presentation.	Some planning has gone into sounds. Most enhance the content or "feel" of the presentation, but 1-2 seem to be added for no real reason. None detract from the overall presentation.	Sounds that are chosen are appropriate for the topic, but some detract from the overall presentation.	Sounds are not appropriate for the presentation.
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
<b>Digital Camera Use</b>	Picture is high quality. The main subject is in focus, centered, and of an appropriate size compared to other objects in the picture.	Picture is good quality. The main subject is not quite in focus, but it is clear what the picture is about.	The pictures are of marginal quality. The subject is in focus but it is not clear what the picture is about.	No picture taken OR picture of poor quality.
<b>Effectiveness</b>	Project includes all material needed to gain a comfortable understanding of the	Project includes most material needed to gain a comfortable understanding of the	Project is missing more than two key elements. It would make an incomplete	Project is lacking several key elements and has inaccuracies that make it a poor study guide.

## The American Revolution Unit

	topic. It is a highly effective study guide.	material but is lacking one or two key elements. It is an adequate study guide.	study guide.	
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### Class Debate : Debate on any Topic

Teacher Name: **Mrs. Frank**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Organization</b>	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
<b>Presentation Style</b>	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
<b>Information</b>	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Understanding of Topic</b>	The team clearly understood the topic in-depth and	The team clearly understood the topic in-depth and presented	The team seemed to understand the main points of the topic and	The team did not show an adequate understanding of the

## The American Revolution Unit

	presented their information forcefully and convincingly.	their information with ease.	presented those with ease.	topic.
<b>Respect for Other Team</b>	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
<b>Rebuttal</b>	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant

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## Group Planning -- Research Project : Requirements

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Teacher Name: **Mrs. Frank**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Plan for Organizing Information</b>	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.
<b>Ideas/Research</b>	Researchers	Researchers	Researchers identify,	Researchers identify,

## The American Revolution Unit

<b>Questions</b>	independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	independently identify at least 4 reasonable ideas/questions to pursue when doing the research.	with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research.	with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.
<b>Plan for Organizing Information</b>	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.
<b>Quality of Sources</b>	Researchers independently locate at least 2 reliable, interesting information sources for EACH of their ideas or questions.	Researchers independently locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with some adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with extensive adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.
<b>Delegation of Responsibility</b>	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.

Date Created: Jul 02, 2004 02:15 pm (CDT)

### Vocabulary

#### colony

*Definition:* A region politically controlled by a distant country; a dependency

*Context:* Many people in the 13 colonies did not like being ruled by Great Britain.

#### freedom

*Definition:* Political independence

*Context:* The colonies wanted freedom from unfair government controls, including British taxes.

#### liberty

*Definition:* Freedom from unjust or undue governmental control

*Context:* Twenty-five years after the Liberty Bell was hung in Philadelphia, the city would find itself embroiled in a war for the cause of liberty.

## The American Revolution Unit

### **monarchy**

*Definition:* A state ruled or headed by a sole or absolute sovereign such as a king or empress

*Context:* Great Britain, which was a monarchy, originally controlled the 13 American colonies.

### **representative**

*Definition:* One that serves as a delegate or agent for another; a member of a governmental body, usually legislative, chosen by popular vote

*Context:* In the summer of 1776, representatives from the each of the 13 colonies met in Independence Hall in Philadelphia, Pennsylvania.

### **tax**

*Definition:* A contribution for the support of a government required of persons, groups, or businesses within the domain of that government

*Context:* The British placed high taxes on tea, paper, glass, lead, paint, and other items they sent to the American colonies.

Voices of the Revolution: Document Analysis — [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=423](http://edsitement.neh.gov/view_lesson_plan.asp?id=423)  
Permission is granted to educators to reproduce this worksheet for classroom use

## Voices of the Revolution: Document Analysis

1. What is the general motivation of the writer of this document (i.e., religious, philosophical)?
2. Were there any antecedent events directly preceding the authoring of the document that may have influenced it (i.e., the Stamp Act, Boston Massacre)?
3. Are there any significant attitudes about rights of various groups expressed? Explain.
4. Was this a document originally intended for a small audience or large audience? Would type of original audience affect how the document was authored?
5. Is there a specific call to action in the document? If so, what?
6. Is there a claim of authority or credibility made by the author of the document (i.e., moral, common sense)?

# The American Revolution Unit

**TEN EIGHT YEARS OF THE WAR OF THE AMERICAN REVOLUTION.**

	1775	1776	1777	1778	1779	1780	1781	1782
<b>NEW HAMPSHIRE</b>								
<b>MASSACHUSETTS</b>								
<b>RHODE ISLAND</b>								
<b>CONNECTICUT</b>								
<b>NEW YORK</b>								
<b>NEW JERSEY</b>								
<b>PENNSYLVANIA</b>								
<b>DELAWARE</b>								
<b>MARYLAND</b>								
<b>VIRGINIA</b>								
<b>NORTH CAROLINA</b>								
<b>SOUTH CAROLINA</b>								
<b>GEORGIA</b>								

**CHRONOLOGICAL TABLE OF THE AMERICAN REVOLUTION, SHOWING THE TIME AND PLACE OF EACH EVENT:**  
with a list of the **Signers of the Declaration of Independence**, arranged in the limits of the **Thirteen Original States** they represented.

American Revolution Timetable, Barber 1871



## The American Revolution Unit

### Six-Point Decision-Making Chart

1. People choose. People always face choices. People choose the alternative that gives them the most advantageous combination of costs and benefits. People choose even when those choices appear to be poorly informed or choices are so limited that it appears there is no choice. Explicitly or implicitly, people make choices. Questions:
  - What is the choice being made?
  - Who is making the choice?
  - What other choices are available?
  - What are the benefits of each of the other choices?
2. People's choices involve costs. People incur costs when making decisions, even when they appear to have paid nothing. One important way of assessing cost in economics is to consider the second-best alternative that people give up when they make their best choice. Questions:
  - What are the costs of each choice?
  - What are the alternatives?
  - What is being refused?
3. People respond to incentives in predictable ways. Incentives are rewards that encourage people to act. When incentives change, people's behavior changes in predictable ways. Questions:
  - What are the expected costs?
  - What are the expected benefits?
  - What are the incentives or rewards being offered?
  - Do the people involved understand the costs and benefits of their choices?
4. People create economic systems to influence choices and incentives. Cooperation among people is governed by written and unwritten rules. As rules change, incentives, and behavior change. Questions:
  - What are the rules of the system?
  - How were the rules made?
  - Who enforces the rules?
  - Who benefited from the rules?
  - How might the rules have changed?
5. People gain when they trade voluntarily. People trade when what they

## The American Revolution Unit

receive through trade makes them better off. If they expect no benefit, people will not trade. Questions:

- What is being traded or exchanged?
- Why is exchange taking place or not taking place?
- How do the choices influence trade and exchange?
- Are some of the exchanges made non-voluntary?

6. People's choices have consequences that lie in the future. When people make decisions, they try to anticipate future costs and benefits. The future, of course, is uncertain; so decisions are risky, and some decisions are mistaken. Questions:

- What was at risk?
- What consequences did the choices made have for the future?
- Where the benefits greater than the costs?

Adapted from United States History: Eyes on the Economy. National Council on Economic Education, 1993.

## The American Revolution Unit

### Assessment For the Unit

Throughout the unit there are activities that enable students to show their knowledge of the significant aspects of the Revolutionary War using various rubrics. When this unit is completed, the students should be able to:

- describe the background and causes of the American Revolution.
- list and describe the major British acts.
- explain the events that led to the drafting and signing of the Declaration of Independence.
- describe the key features of the Declaration of Independence.
- portray some of the key individuals of the period including their views, lives and impact.

### Extended and Correlated Activities

Students write letters to the editor of the *New York Gazetteer* that printed Rivington's poem. The letters explain why the students either support or refute Rivington's point of view. Encourage students to include their own drawing to illustrate what they have said in their letters. Select several of the letters to read to the class.

There are many famous paintings of the Revolutionary War period that vividly tell stories of the people and events of the time. One such work of art is, *Washington Crossing the Delaware*, painted by Emanuel G. Leutze in 1851. Use the painting as a point of discussion and ask students to interpret what was taking place.

This and other paintings of this time period make excellent introductions to lessons. In conjunction with examining this picture, students may read some of George Washington's letters about his personal reactions to his assignment as commander. W.B. Allen's *George Washington: A Collection* is a substantial resource for such an activity. Visit Mount Vernon at <http://www.mountvernon.org/>.

After students are shown a variety of paintings of historical events of that time, have them create murals using tempera paints to depict several of the important events of the Revolution.