

The American Revolution

A unit for fourth grade social studies to meet the Georgia Performance Standards

Introduction

This unit was created by a team of 3rd, 4th, and 5th grade teachers who are members of the Northeast Georgia RESA Teaching American History Grant.

This unit is broken up into three sections:

1. “Causes of the American Revolution” → This section focuses on WHY the colonists wanted independence from the British in the first place. Causes discussed include the French and Indian War, the Stamp Act, the taxing practices of the British, the activities of the Sons of Liberty, and the Boston Tea Party.

2. “Complains, Complaints” → In this section, students will analyze the Declaration of Independence. They will look at the purpose of each different section, as well as why it was written and the key individuals involved in its creation. As a culmination of this section, students will write their own declarations.

3. “Battles of the American Revolution” → In the final section of this unit, students will study some of the key battles of the war. Students will already have learned about the Battle of Lexington and Concord during the first part of the unit, but they will not study the Battle of Saratoga and the Battle of Yorktown.

For convenience and ease of use, we have consolidated all three sections into one large unit. However, the individual sections are also available, if you choose to only use one of them. All necessary documents, images, Power Points, and videos are hyperlinked and attached as a hard copy (if possible).

Title: Causes of the American Revolution

Subject: 4th Grade Social Studies

GPS:

SS4H4a: Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “No taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.

SS4H4d: Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

Learning Goal(s): Students will be able to

- Identify the causes, events, and results of the American Revolution.
- Understand and apply the meaning of “No Taxation without Representation” in its context within the American Revolution.
- Understand the implications of the Stamp Act and its role as a catalyst of the American Revolution
- Show an awareness of the process of protest of unfair conditions
- Students will interpret the effect of the French and Indian War on the revolutionary movement in America

Essential Questions:

What were the causes, events, and results of the American Revolution?

How did certain individuals influence and affect the American Revolution?

How do I use a variety of resources to gain information about an individual?

What does the slogan, “No Taxation without Representation” mean and how does it apply to the American Revolution?

What was the Stamp Act and how did it influence the American Revolution?

How did the French and Indian War contribute to the revolutionary movement?

Activate Learning:

Taxation Hook: Prior to this lesson, ask the principal or administrator to participate in this activity. He/she must read through the activity and agree to “play along”.

1. At the start of class, the principal should walk in and ask to make an announcement to the class. She should have with her several sheets of plain stickers.
2. After gaining the students’ attention, she will explain that there is some news that they must understand. She will explain to the class that the school has had a lot of expenses lately and needs to raise money in order to continue to provide materials such as copy paper. From now on students will pay taxes by *buying* stamps to place on certain papers. She should display the stickers that are “for sale.” She should clearly state that all papers submitted for grading will require a stamp. In addition, all hall, bathroom, and nurse passes will require a stamp, as well late slips and computer sign-in sheets.
3. She will explain that stamps are 5 cents each and that teachers are now required to be official stamp monitors and collectors. Show the “tax collection” cans. Explain to students that some of the money collected will go to support the school with new supplies. The rest of the money will be given to the middle school to fund their field trips.
4. She should sternly explain that students who refuse to pay the tax will be put in detention. If they continue to not buy the stamps, they will be expelled from the school.
5. The students will naturally be upset; however, the principal should leave immediately after giving her speech.
6. Once she is gone, allow students to share their feelings about this new policy. Guide their discussions towards the unjustness of the new rules.
7. Tell the students that you can see they are upset. Tell them that rules and laws can always be changed, and that perhaps the principal would listen to their feelings. Explain that it would be best if they had clear, organized arguments before speaking with her. Break the class into groups of three or four and distribute the graphic organizer (attached). Ask the students to use it to record and organize their ideas.
8. After students have compiled several arguments with adequate support, bring the class together to discuss each group’s ideas.
9. Tell students that now that they have plenty of reasons that the rules should be changed, they need to come up with a plan to convince the principal. Remind them that oftentimes, history is a great resource. Many modern problems can also be observed in

history. Tell the students that you think something very similar happened to the Colonists while America was still ruled by England. However, you can't remember what exactly happened. Pretend to look it up in a book, and read the following:

The Stamp Act

In order to help cover the cost of the war between Great Britain and France, British officials began to establish new taxes in the Colonies. In 1765 a tax was passed by Great Britain known as the stamp act.

This law required all colonists to pay a tax to Great Britain on all of the printed materials that they used, newspapers, magazines, and even playing cards. All of these materials were required to have a stamp placed on them, in order to show that the tax had been paid.

Colonists were outraged, and responded by boycotting all British goods. They also attacked officials who were sent by Great Britain to enforce the stamp act, and burned the stamps in the street. Many of the colonies sent representatives to a special meeting in New York, which they called The Stamp Act Congress, where the colonies voted and declared that Parliament did not have the right to pass taxes on the colonies because they did not have any representation in parliament. Many of the colonists began crying 'No taxation without representation.'

As a result, the British Parliament repealed the stamp act just one year later in 1766.

10. Ask students to think about the similarities and differences between their situation and the Colonists'.

11. The principal should come into the room smiling and explain that the new rules were a joke and just a way for them to start thinking about history. She should explain that they will be learning more about the Colonists' struggle for freedom, and it is important that they understand just how hard the Colonists had it sometimes.

Teaching Strategies:

Day 1: French and Indian War

1. Have students brainstorm situations where they had to take the blame or have the consequences for something that someone else did.
2. Use the PowerPoint to discuss how the French and Indian War led to revolution in the colonies. <http://www.slideshare.net/lindaknowles/can-one-war-lead-to-another-5057352>
3. Have students get into groups of 2-3 students and ask them to respond to the slide: What do you think? What would you do?
4. Students will work in response groups (2-3 students) to discuss how they would react if they were colonists and had to pay for the debt of the French and Indian War. Have each

group design an illustration to show their response. Each group will share their response with the class. The posters and the verbal response will allow the teacher to assess understanding.

5. Ticket out the door – students will write how they would react as colonist if they were responsible for war debt.

Day 2: The Stamp Act and No Taxation Without Representation

1. Discuss the first day's activities with the students. Ask them to describe their feelings when they heard about the taxes.
2. Explain to the students that now they can understand how the Colonists must have felt. Reread the excerpt about the Stamp Act from Day 2.
3. Show the video clip "The Taxman Cometh" (<http://www.hulu.com/watch/65896/the-taxman-cometh-the-stamp-act>)
4. Discuss the Stamp Act. As a whole class or independently, use a Venn diagram to compare and contrast the Stamp Act with the activating activity.
5. Point out the phrase "No taxation without representation" from the video. Write the phrase on the board and have students copy it onto a piece of paper.
6. Have the students create a bubble map around the phrase with ideas of what they think this might mean. Ask students to read their ideas to the class and add these ideas to a class bubble map on the board. Use these ideas to lead a discussion about taxation without representation and the problems the colonists faced.
7. Distribute the readers' theater about the American Revolution. <http://rosalindflynn.com/pdf%20files/AmRevolution.pdf> . Assign parts to the students. Read through Parts 1 and 2. Students should be given time to read through the play and practice their lines before reading it together as a class.
8. Discuss the play and how it covers what they have been discussing in class.

Day 4 and 5: Sons of Liberty and Boston Tea Party

Sons of Liberty

1. Read pages 23-30 in ...If You Lived at the Time of the American Revolution, by Kay Moore (Scholastic, Inc.)
2. Discuss the mixed feelings of the colonists living under English rule--historians have

stated that about one out of three colonists was a Loyalist.

3. Help children compare/contrast the feelings of the Loyalists and the Patriots on the Venn Diagram.

4. Talk about some of the vocabulary words that the children will encounter in their research and readings: patriots, minutemen, militia, redcoats, loyalists, Sons of Liberty.

5. Discuss the growing number of colonists who were planning for a fight with England. A club was formed called the Sons of Liberty. Their motto was Join or Die. The members broke into the homes of the tax collectors and beat them. They then burned the hated tax stamps. The British sent 40,000 soldiers to help the tax collectors. The American colonists were told that they would have to let the soldiers live in their homes. This made the colonists very angry.

6. Ask the children what the untrained colonists should do to prepare for a fight with their "Mother Country." How would they talk to other Patriots when there were so many British soldiers in their towns? How would they know who they could trust?

Boston Tea Party:

1. As a class or in small groups, read several of the attached first-hand accounts of the Boston Tea Party. Share with students that these were written over 200 years ago.

2. After reading the accounts, students will work independently or with a partner to create an illustrated timeline of the events of the Boston Tea Party. Timelines should include at least five events. For each event, students should include an illustration and a written account of what happened.

Day 6: Battle of Lexington and Concord

1. On UnitedStreaming, watch the section about the Battles of Lexington and Concord on the video "And Then What Happened, Paul Revere?"

2. Through a class discussion, review the events of Lexington and Concord.

3. Students will create a four panel comic strip of the events (1. The British and Americans arrive at Lexington and a shot is fired. 2. The British defeat the Americans. 3. While marching back to Boston, Americans attack the British troops. 4. Americans win the Battle of Concord.)

4. Students will fill in the battle log for the Battle of Lexington and Concord.

Culminating Activity/Assessment:

French and Indian War group response

French and Indian War ticket out the door

"No taxation without representation" journal entry

Loyalist/Patriot Venn diagram

Lexington and Concord comic strip

Class discussions

Resources

French and Indian War PowerPoint: <http://www.slideshare.net/lindaknowles/can-one-war-lead-to-another-5057352>

Stamp Act Reading: <http://www.socialstudiesforkids.com/articles/ushistory/stampact.htm>

Readers Theater: <http://rosalindflynn.com/pdf%20files/AmRevolution.pdf>

Stamp Act Video: <http://www.hulu.com/watch/65896/the-taxman-cometh-the-stamp-act>

Camps and Firesides of the Revolution. Hart, Albert Bushnell with Mabel Hill: "[The Boston Tea Party from the MASSACHUSETTS GAZETTE \(1773\)](#)", available via a link from [Internet Public Library](#) and a hard copy is also attached to lesson plan. Though this brief account is told in straightforward language, help your students understand the meanings of these words, as used in the document: repaired: went, stove: broke, purloined: stolen

Camps and Firesides of the Revolution. Hart, Albert Bushnell with Mabel Hill: "[Another Account of the Tea Party BY JOHN ANDREWS \(1773\)](#)", also available via a link from [Internet Public Library](#). The account runs from page 164 to page 166. This brief account is told in straightforward language, but make sure your students understand that the word "actors," as used here, refers to those taking action.

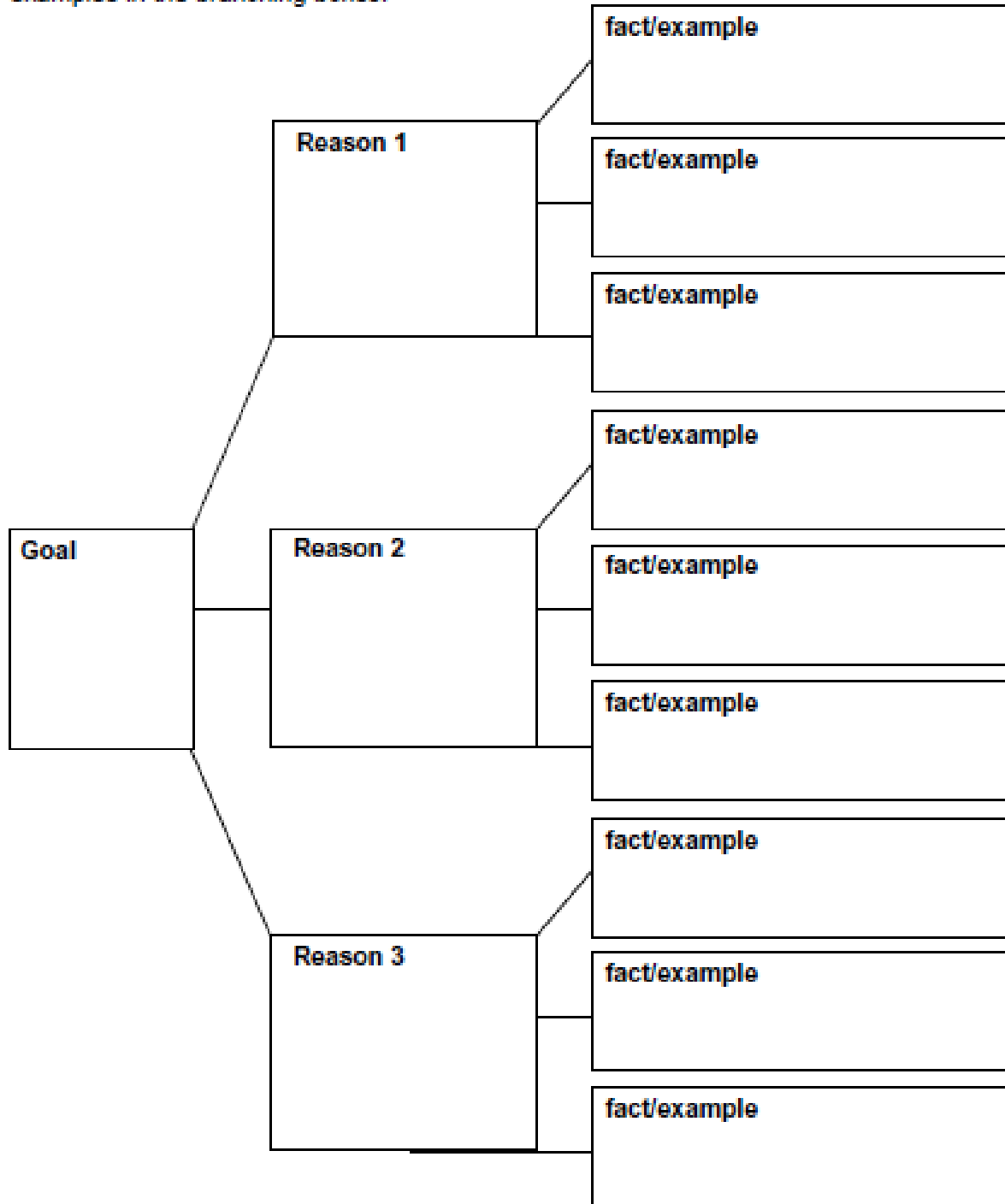
["A Shoemaker and the Tea Party"](#) by George Robert Twelve Hewes, on the resource [History Matters](#). This account, more detailed and somewhat more difficult to read than the previous two.

[Broadside: Boston, December 20, on Tuesday last](#), from [American Memory](#). In this modern text version, read only the section for December 20. There is also a [digitized copy of the original](#). Hard copies are included in the lesson plan.

Name _____ Date _____

Persuasion Map

Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.



American Revolution Readers Theatre Script

Developed by Dr. Rosalind M. Flynn
with students at
Sweet Apple Elementary School
Roswell, GA

Introduction

1 Okay everyone! Where do we live?
All The United States of America.
[sound effect]
2 Fifty Great States! Always were!
Always will be!
All Fifty Great States! Always were!
3 Hold everything!
All [grumble in confusion.]
3 The United States were not always united.
4 And they didn't start out as 50 states.
5 They began as 13 colonies--remember?
All Oh yes! The 13 original colonies!
6 Uh, what's a colony?
All A colony is a settlement ruled by a leader in another country far away.
7 Who ruled the 13 original colonies back in the 1700s?
All King Ferdinand and Queen Isabella!
8 No!
All [Stop. Think. Remember!] King George the III of England!
8 Much better.
9 Who lived in the colonies?
All [a rap]
Colonists did the colony thing. They worked the farms from Spring to Spring. They worked the mills like anything! But they had to obey a faraway king!
10 King George III!
All His majesty! [gesture]
10 Ruler of the 13 original colonies until.....
1 Revolution!

All Revolution!
2 It begins as a disagreement,
All [sound effect]
3 Argument,
All [sound effect]
4 Conflict--
5 Usually with some authority.
6 Authority?
7 Yes--someone or something that enforces laws or rules,
8 Takes charge.
6 You mean like a boss?
All Right, but not a good boss--an unjust authority! [gesture]
9 And what happens next?
Evens Fights [sound effect, gesture]
Odds War! [musical sound effect--dun duh duh dahn!]
Evens Charge! [gesture]
1 Revolution!
All Revolution! People over throw one government [sound effect]
9 Kick it out?
All Totally [gesture].
9 Then what?
All They replace the old government [gesture] with a new one.
1 Revolution!
All Revolution!
10 It's what the American colonists did back in the 1700s.
All The American Revolution!
R-Rebellion. E-England. V-Violence. O-Orders. L-Liberty. U-United States. T-Taxation without Representation. Independence. O-Overthrow of the British. N-New Nation!
Revolution!

Part 2

1 Why didn't the colonists like the old government?
2 They didn't like being ruled by a monarch.
3 A monarch butterfly?
4 Butterflies can't rule people!
All [sound effect—"Duh-uh!"] Not that kind of monarch! The king or queen kind of monarch!
3,4 Oh.
5 In this case,
All King George III! [sound effect]
6 What was so bad about King George III?
[sound effect]
7 Well, for one thing, he lived in England All over 3000 miles away from the colonies
8 and he was making laws and ruling the land.
6 Fair laws?
All No! And the colonists protested!
9 Listen here King George! We have our own laws!
10 and we don't want yours!
11 Why should we have to pay any tariffs?
12 We pay enough taxes already!
13 The Stamp Act is unfair!
14 Leave us alone!
15 Stand up to old King George!
16 Boycott British tea!
17 If you think we accept your Sugar Act, then you can eat sugar!
18 The King and the British don't even know what life is like here!
19 Mr. King! How can someone on another continent rule us without giving us a say at all?
20 We refuse to obey your laws and pay

your taxes without representation in your government!
21 We agree with Mercy Otis Warren and James Otis!
All No taxation without representation!
22 Some British disagreed:
23 Why should we pay for the soldiers we've sent to protect the colonies across the ocean?

24 The colonies were set up for the good of England—not for the good of the colonists!
25 We will not let all those colonies make whatever rules they want!
1 English authority must be obeyed wherever the English flag flies!
2 But what did the colonists want?
All Self-government! [sound effect]
3 We want the right to make our own decisions!
4 We are responsible enough to make the right choices!
5 We will make our own fair, respectful, and reasonable laws!
6 We want
All Democracy! [sound effect]
10 Democracy--government by the people!
11 Democracy--a government in which people elect their leaders!
12 Democracy—freedom and justice to make our own laws!
13 Democracy—it's what the people want!
All Democracy! Now! [gesture]

48. The Boston Tea Party **FROM THE MASSACHUSETTS GAZETTE (1773)¹²³**

WHILE a public meeting was being held, to protest against the tea ships, a number of brave and resolute men, dressed in the Indian manner, approached near the door of the assembly. They gave a war whoop, which rang through the house and was answered by some in the galleries; but silence was commanded and a peaceable behaviour until the end of the meeting.

The Indians, as they were then called, repaired to the wharf, where the ships lay that had the tea on board. They were followed by hundreds of people to see the event of the transactions of those who made so grotesque an appearance.

The Indians immediately repaired on board Captain Hall's ship, where they hoisted out the chests of tea. When on deck they stove them and emptied the tea overboard.

Having cleared this ship they proceeded to Captain Bruce's, and then to Captain Coffin's brig. They applied themselves so dexterously to the destruction of this commodity, that in the space of three hours they broke up three hundred and forty-two chests, which was the whole number of these vessels, and poured their contents into the harbor.

When the tide rose it floated the broken chests and the tea. The surface of the water was filled therewith a considerable way from the south part of the town to Dorchester Neck and lodged on the shores.

The greatest care was taken to prevent the tea from being purloined by the populace. One or two who were detected trying to pocket a small quantity were stripped of their plunder and very roughly handled.

It is worthy of remark that although a considerable quantity of other goods were still remaining on board the vessel, no injury was sustained.

Such attention to private property was observed that when a small padlock belonging to the captain of one of the ships was broken, another was procured and sent to him.

The town was very quiet during the whole evening and the night following. Those who were from the country went home with a merry heart, and the next day joy appeared in almost every countenance, some on account of the destruction of the tea, others on account of the quietness with which it was done. One of the Monday's papers says that the masters and owners are well pleased that their ships are thus cleared, without their being responsible.

Great Britain had laid a tax on tea, which the colonists thought unjust. When ships loaded with tea attempted to land their cargoes in Boston, the tea was used as described in this story.

49. Another Account of the Tea Party **BY JOHN ANDREWS (1773)**

THE house was so crowded that I could get no further than the porch. I found the moderator was just declaring the meeting to be dissolved. This caused another general shout out-doors and inside, and three cheers.

What with that and the consequent noise of breaking up the meeting, you'd have thought the inhabitants of the infernal regions had broken loose. For my part I went contentedly home and finished my tea, but was soon informed what was going forward.

As I could not believe it without seeing for myself, I went out and was satisfied. The Indians mustered, I'm told, upon Fort Hill, to the number of about two hundred, and proceeded, two by two, to Griffin's wharf, where Hall, Bruce, and Coffin's vessels lay.

Coffin's ship had arrived at the wharf only the day before, and was freighted with a large quantity of

A COLONIAL TEA-SET.

other goods, which they took the greatest care not to least.

Before nine o'clock in the evening every chest on board vessels was knocked to pieces and flung over the sides. actors were Indians from Narragansett. Whether they were transient observer they appeared such.

They were clothed in blankets, with their heads muffled and copper colored faces. Each was armed with a hatchet or axe or pair of pistols. Nor was their dialect different from what I imagine the real Indians to speak, as their jargon was nonsense to all but themselves.

Not the least insult was offered to any person, except to Captain Connor, a livery-stable keeper in this place, who came across the ocean not many years since. He ripped up the lining of his coat and waistcoat under the arms, and, watching his opportunity, he nearly filled them with tea.

When detected he was handled pretty roughly. The people not only stripped him of his clothes, but gave him a coat of mud, with a severe bruising into the bargain. Nothing but their utter aversion to making any disturbance prevented his being tarred and feathered.

A Shoemaker and the Tea Party

by George Robert Twelve Hewes

George Robert Twelve Hewes, a Boston shoemaker, participated in many of the key events of the Revolutionary crisis. Over half a century later, Hewes described his experiences to James Hawkes. When Parliament passed the Tea Act in 1773, colonists refused to allow cargoes of tea to be unloaded. In the evening of December 16, with Hewes leading one group, the colonists dressed in "the costume of a Indian." They boarded the ships in Boston harbor and dropped the tea overboard. Hewes' account shed light on how resistance became revolution.

The "Boston Tea Party," as it became known in the 19th century, became a powerful symbol of the Revolution. And Hewes, artisan and ordinary citizen, was celebrated as a venerable veteran of the struggle for Independence.



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Although the excitement which had been occasioned by the wanton massacre of our citizens, had in some measure abated, it was never extinguished until open hostilities commenced, and we had declared our independence. The citizens of Boston continued inflexible in their demand, that every British soldier should be withdrawn from the town, and within four days after the massacre, the whole army decamped. But the measures of the British parliament, which led the American colonies to a separation from that government, were not abandoned. And to carry into execution their favourite project of taxing their American colonies, they employed a number of ships to transport a large quantity of tea into the colonies, of which the American people were apprised, and while resolute measures were taking in all the capital towns to resist the project of British taxation, the ships arrived, which the people of Boston had long expected.

The particular object of sending this cargo of tea to Boston at that time, and the catastrophe which befell it, have been referred to in the preface. It has also been recorded, among the most important and interesting events in the history of the American revolution; but the rehearsal of it at this time, by a witness, and an actor in that tragicomical scene, excites in the recollection of it a novel and extraordinary interest.

On my inquiring of Hewes if he knew who first proposed the project of destroying the tea, to prevent its being landed, he replied that he did not; neither did he know who or what number were to volunteer their services for that purpose. But from the significant allusion of some persons in whom I had confidence, together with the knowledge I had of the spirit of those times, I had no doubt but that a sufficient number of associates would accompany me in that enterprise.

The tea destroyed was contained in three ships, laying near each other, at what was called at that time Griffin's wharf, and were surrounded by armed ships of war; the commanders of which had publicly declared, that if the rebels, as they were pleased to style the Bostonians, should not withdraw their opposition to the landing of the tea before a certain day, the 17th day of December, 1773, they should on that day force it on shore, under the cover of their cannon's month. On the day preceding the seventeenth, there was a meeting of the citizens of the county of Suffolk, convened at one of the churches in Boston, for the purpose of consulting on what measures might be considered expedient to prevent the landing of the tea, or secure the people from the collection of the duty. At that meeting a committee was appointed to wait on Governor Hutchinson, and request him to inform them whether he would take any measures to satisfy the people on the object of the meeting. To the first application of this committee, the governor told them he would give them a definite answer by five o'clock in the afternoon. At the hour appointed, the committee again repaired to the governor's house, and on inquiry found he had gone to his country seat at Milton, a distance of about six miles. When the committee returned and informed the meeting of the absence of the governor, there was a confused murmur among the members, and the meeting was immediately dissolved, many of them crying out, Let every man do his duty, and be true to his country; and there was a general huzza for Griffin's wharf. It was now evening, and I immediately dressed myself in the costume of an Indian, equipped with a small hatchet, which I and my associates denominated the tomahawk, with which, and a club, after having painted my face and hands with coal dust in the shop of a blacksmith, I repaired to Griffin's wharf, where the ships lay that contained the tea. When I first appeared in the street, after being thus disguised, I fell in with many who were dressed, equipped and painted as I was, and who fell in with me, and marched in order to the place of our destination. When we arrived at the wharf, there were three of our number who assumed an authority to direct our operations, to which we readily submitted. They divided us into three parties, for the purpose of boarding the three ships which contained the tea at the same time. The name of him who commanded the division to which I was assigned, was Leonard Pitt. The names of the other commanders I never knew. We were immediately ordered by the respective commanders to board all the ships at the same time, which we promptly obeyed. The commander of the division to which I belonged, as soon as we were on board the ship, appointed me boatswain, and ordered me to go to the captain and demand of him the keys to the hatches and a dozen candles. I made the demand accordingly, and the captain promptly replied, and delivered the articles; but requested me at the same time to do no damage to the ship or rigging. We then were ordered by our commander to open the hatches, and take out all the chests of tea and throw them overboard, and we immediately proceeded to execute his orders; first cutting and splitting the

chests with our tomahawks, so as thoroughly to expose them to the effects of the water. In about three hours from the time we went on board, we had thus broken and thrown overboard every tea chest to be found in the ship; while those in the other ships were disposing of the tea in the same way, at the same time. We were surrounded by British armed ships, but no attempt was made to resist us. We then quietly retired to our several places of residence, without having any conversation with each other, or taking any measures to discover who were our associates; nor do I recollect of our having had the knowledge of the name of a single individual concerned in that affair, except that of Leonard Pitt, the commander of my division, who I have mentioned. There appeared to be an understanding that each individual should volunteer his services, keep his own secret, and risk the consequences for himself. No disorder took place during that transaction, and it was observed at that time, that the stillest night ensued that Boston had enjoyed for many months.

During the time we were throwing the tea overboard, there were several attempts made by some of the citizens of Boston and its vicinity, to carry off small quantities of it for their family use. To effect that object, they would watch their opportunity to snatch up a handful from the deck, where it became plentifully scattered, and put it into their pockets. One Captain O'Conner, whom I well knew, came on board for that purpose, and when he supposed he was not noticed, filled his pockets, and also the lining of his coat. But I had detected him, and gave information to the captain of what he was doing. We were ordered to take him into custody, and just as he was stepping from the vessel, I seized him by the skirt of his coat, and in attempting to pull him back, I tore it off; but springing forward, by a rapid effort, he made his escape. He had however to run a gauntlet through the crowd upon the wharf; each one, as he passed, giving him a kick or a stroke.

The next day we nailed the skirt of his coat, which I had pulled off, to the whipping post in Charlestown, the place of his residence, with a label upon it, commemorative of the occasion which had thus subjected the proprietor to the popular indignation.

Another attempt was made to save a little tea from the ruins of the cargo, by a tall aged man, who wore a large cocked hat and white wig, which was fashionable at that time. He had slightly slipped a little into his pocket, but being detected, they seized him, and taking his hat and wig from his head, threw them, together with the tea, of which they had emptied his pockets, into the water. In consideration of his advanced age, he was permitted to escape, with now and then a slight kick.

The next morning, after we had cleared the ships of the tea, it was discovered that very considerable quantities of it was floating upon the surface of the water; and to prevent the possibility of any of its being saved for use, a number of small boats were manned by sailors and citizens, who rowed them into those parts of the harbour wherever the tea was visible, and by beating it with oars and paddles, so thoroughly drenched it, as to render its entire destruction inevitable.

Source: James Hawkes, *A Retrospect of the Boston Tea Party* (New York, 1834), pp. 36–41.

BOSTON, December 20.

On Tuesday last the body of the people of this and all towns, and others from the distance of twenty miles, the old south meeting-house, to inquire the reason of sending the ship Dartmouth, with the East-India Tea London; and having found that the owner had not necessary steps for that purpose, they enjoin'd him at demand of the collector of the customs a clearance and appointed a committee of ten to see it perform'd; they adjourn'd to the Thursday following ten o'clock. and being inform'd by Mr. Rotch, that a clearance him, they enjoye'd him immediately to enter a protest the governor for a pass port by the castle, and again till three o'clock for the same day. At which again met and after waiting till near sunset Mr. Rotch inform'd them that he had accordingly enter'd his waited on the governor for a pass, but his excellency could not consistent with his duty grant it until his qualified. The people finding all their efforts to property of the East India company and return it London, frustrated by the sea consignees, the the customs and the governor of the province, their meeting.--But, BEHOLD what followed! A brave & resolute men, determined to do all in their their country from the ruin which their enemies had than four hours, emptied every chest of tea on board commanded by the captains Hall, Bruce, and Coffin, 342 chests, into the sea!! without the least damage ships or any other property. The matters and owners pleas'd that their ships are thus clear'd; and the people universally congratulating each other on this happy

B O S T O N . December 20.

On Tuesday last the body of the people of this and all the adjacent towns, and others from the distance of twenty miles, assembled at the old south meeting-house, to inquire the reason of the delay in sending the ship Dartmouth, with the East-India Tea back to London; and having found that the owner had not taken the necessary steps for that purpose, they enjoin'd him at his peril to demand of the collector of the customs a clearance for the ship, and appointed a committee of ten to see it perform'd; after which they adjourn'd to the Thursday following ten o'clock. They then met and being inform'd by Mr. Rotch, that a clearance was refus'd him, they enjoin'd him immediately to enter a protest and apply to the governor for a pass port by the castle, and adjourn'd again till three o'clock for the same day. At which time they again met and after waiting till near sunset Mr. Rotch came in and inform'd them that he had accordingly enter'd his protest and waited on the governor for a pass, but his excellency told him he could not consistent with his duty grant it until his vessel was qualified. The people finding all their efforts to preserve the property of the East India company and return it safely to London, frustrated by the sea consignees, the collector of the customs and the governor of the province, dissolved their meeting.—But, BEHOLD what followed! A number of brave & resolute men, determined to do all in their power to save their country from the ruin which their enemies had plotted, in less than four hours, emptied every chest of tea on board the three ships commanded by the captains Hall, Bruce, and Coffin, amounting to 342 chests, into the sea!! without the least damage done to the ships or any other property. The matters and owners are well pleas'd that their ships are thus clear'd; and the people are almost universally congratulating each other on this happy event.

[The particular Account of the Proceedings of the People at their Meeting on Tuesday and Thursday last, are omitted this Week for want of Room.]

Capt. Loring in a Brig from London for this Place, having 58 Chests of the detested Tea on board, was cast ashore on the Back of Cape-Code last Friday se'nnight: 'Tis expected the Cape Indians will give us a good Account of the Tea against our next.

Extract of a Letter from Philadelphia, dated December 11, 1773.

—“Your Resolutions of 29th ult. were publicly read at our Coffee-House last Thursday, to a large Company of our first Merchants, who gave three Cheers by Way of Approbation.”

We hear from Philadelphia, that Capt. Ayres, in a Ship chartered by the East India Company, to bring their Teas to that Place, had arrived at the Cape of Delaware (Mr. Gilbert Barclay, one of the Consignees, being Passenger on board) but that the Pilots had refused to bring her up the River; and Letters being sent to the Captain & Consignee, inclosing their Resolves respecting each of them, that if they presumed to come thither, it would be at their Peril, and the inevitable Destruction of both Vessel and Cargo; in Consequence of which intelligence, it was said they had gone off, but whether to the Place from whence they came, or some other Port, was uncertain; though this might be depended on, that they would not be permitted to land the Tea in any Part of that Province.

We are positively informed that the patriotic inhabitants of Lexington, at a late meeting, unanimously resolved against the use of Bohea Tea of all sorts, Dutch or English importation; and to manifest the sincerity of their resolution, they bro't together every ounce contained in the town, and committed it to one common bonfire.

We are also informed, Charlestown is in motion to follow their illustrious example.

Quere. Would it not materially affect the bringing this detestable herb into disuse, if every town would enjoin their Selectmen to deny licences to all houses of entertainment who were known to afford tea to their guests?

Our reason for suggesting this, is the difficulty these people are under to avoid dishing out this poison, without such a provision in their favour.

the adjacent assembled at the delay in back to taken the his peril to for the ship, after which They then met was refus'd and apply to adjourn'd time they came in and protest and told him he vessel was preserve the safely to collector of DISSOLVED number of power to save plotted, in less the three ships amounting to done to the are well are almost event.

American Revolution Battle Log



Name _____

Name of Battle _____

Year _____ Who Won? _____

Why was this battle important? _____

One other interesting fact _____

Name of Battle _____

Year _____ Who Won? _____

Why was this battle important? _____

One other interesting fact _____

Name of Battle _____

Year _____ Who Won? _____

Why was this battle important? _____

One other interesting fact _____

Title: Complaints...Complaints (When, How & Why the Declaration of Independence was Created)

Subject: 4th Grade Social Studies, ELA & Reading

GPS:

ELA4R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA4R3: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA4W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA4W2: The student demonstrates competence in a variety of genres.

ELA4W3: The student uses research and technology to support writing. The student

ELA4C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA4LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA4LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

SS4H4: The student will explain the causes, events, and results of the American Revolution.

a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.

b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

Learning Goal(s): Students will be able to:

- Describe and list the sections of the Declaration of Independence and explain the purpose of each.
- Give an explanation of a document that the Declaration of Independence was based on.
- List and explain one or more of the colonists complaints included in the document
- Show an awareness of the process of protest or unfair conditions

Essential Question:

What was the purpose of the Declaration of Independence? (when & why was it written)

What historical documents influenced the creation of the document?

Who were the important people responsible for the creation of the Declaration?

What are the key parts of the document?

What are the major complaints stated in the document?

What was the effect of the approval of this document?

Declaration of Independence

July 4, 1776

The Unanimous Declaration of the Thirteen United States of America

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states.

To prove this, let facts be submitted to a candid world.

He has refused his assent to laws, the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them, and formidable to tyrants only.

He has called together legislative bodies at places unusual uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise;

the state remaining, in the mean time, exposed to all the dangers of invasions from without and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws for naturalization of foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers. He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out their substance.

He has kept among us, in times of peace, standing armies, without the consent of our legislatures.

He has affected to render the military independent of, and superior to, the civil power.

He has combined with others to subject us to a jurisdiction foreign to our Constitution and unacknowledged by our laws, giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these states;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond seas, to be tried for pretended offenses;

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments; For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow-citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrection among us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in our attentions to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity; and we have conjured them, by the ties of our common kindred, to disavow these usurpations which would inevitably interrupt our connections and correspondence. They too, have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them as we hold the rest of mankind, enemies in war, in peace friends.

We, therefore, the representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these colonies solemnly publish and declare, That these United Colonies are, and of right ought to be, **FREE AND INDEPENDENT STATES**; that they are absolved from all allegiance to the British crown and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

New Hampshire: Josiah Bartlett, William Whipple, Matthew Thornton; **Massachusetts:** John Hancock, Samuel Adams, John Adams, Robert Treat Paine, Elbridge Gerry; **Rhode Island:** Stephen Hopkins, William Ellery; **Connecticut:** Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott; **New York:** William Floyd, Philip Livingston, Francis Lewis, Lewis Morris; **New Jersey:** Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark; **Pennsylvania:** Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, George Clymer, James Smith, George Taylor, James Wilson, George Ross; **Delaware:** Caesar Rodney, George Read, Thomas McKean; **Maryland:** Samuel Chase, William Paca, Thomas Stone, Charles Carroll of Carrollton; **Virginia:** George Wythe, Richard Henry Lee, Thomas Jefferson, Benjamin Harrison, Thomas Nelson, Jr., Francis Lightfoot Lee, Carter Braxton; **North Carolina:** William Hooper, Joseph Hewes, John Penn; **South Carolina:** Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton; **Georgia:** Button Gwinnett, Lyman Hall, George Walton

CICERO © 2007 3 Primary Sources

Artist: John Trumbull
Oil on canvas, 12' x 18'

Commissioned 1817; purchased 1819; placed 1826 in the Rotunda



Ticket Out the Door

Task: List the 6 sections of the Declaration of Independence & tell the purpose of each section

Section	purpose

Standards-Based Assessment Rubric for Persuasive Writing

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Expectations Not Met 1
Ideas	<ul style="list-style-type: none"> ♦ Clearly establishes a position that appeals to logic and emotion. ♦ Extensively develops the writer's position with specific details, statistics, and examples. ♦ Aggressively anticipates and counters the audience's arguments in regards to the writer's position. 	<ul style="list-style-type: none"> ♦ Clearly establishes a position that appeals to logic and emotion. ♦ Develops the writer's position with specific details, statistics, and examples ♦ Anticipates and counters the audience's arguments in regards to the writer's position. 	<ul style="list-style-type: none"> ♦ Attempts to establish a position that appeals to logic and emotion. ♦ Minimally develops the writer's position with specific details, statistics, and examples. ♦ Attempts to anticipate and counter audience arguments in regards to the writer's position. 	<ul style="list-style-type: none"> ♦ No attempt to establish a position that appeals to logic and emotion. ♦ No development of the writer's position using specific details, statistics, and examples. ♦ No attempt to anticipate and counter audience arguments in regards to the writer's position.
Organization	<ul style="list-style-type: none"> ♦ Closure convinces reader to take action upon stated position. ♦ Sustained focus. ♦ Appropriate and logical progression for the purpose of persuasion. ♦ Related ideas support a specific side of an issue. ♦ Varied transitional elements effectively link ideas and parts of the paper 	<ul style="list-style-type: none"> ♦ Closure convinces reader toward a stated position. ♦ Sustained focus ♦ Logical progress of ideas for the purpose of persuasion. ♦ Frequent use of related ideas support a specific side of an issue. ♦ Transitions evident 	<ul style="list-style-type: none"> ♦ Closure makes an attempt to convince reader toward a stated position. ♦ Attempts to focus. ♦ Limited logical progression of ideas for the purpose of persuasion. ♦ Limited use of related ideas that support a specific side of an issue. ♦ May lack transitions between ideas. 	<ul style="list-style-type: none"> ♦ No evidence of closure. ♦ Minimal response to topic; uncertain focus ♦ Inappropriate or illogical progression of ideas for the purpose of persuasion.. ♦ Related ideas do not support a specific side of an issue. ♦ Few, if any, transitions between ideas.
Style	<ul style="list-style-type: none"> ♦ Effective use of appropriate persuasive word choices. ♦ Uses a lively writing voice to engage the reader. ♦ Effective variety of sentence beginnings, structures, and lengths. 	<ul style="list-style-type: none"> ♦ Uses appropriate persuasive word choices. ♦ Attempts to use lively writing voice to engage the reader ♦ Attempts to vary sentence beginnings, structure, and lengths. 	<ul style="list-style-type: none"> ♦ Limited evidence of appropriate persuasive word choices. ♦ Writing voice is bland and does not engage the reader. ♦ Little variety in sentence beginnings, structure, and lengths. 	<ul style="list-style-type: none"> ♦ No evidence of appropriate persuasive word choices. ♦ Writing voice is not noticeable. ♦ Lacks evidence of variety in sentence beginnings, structure, and lengths.
Conventions	<ul style="list-style-type: none"> ♦ Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable. 	<ul style="list-style-type: none"> ♦ Some errors are present, but they do not interfere with meaning. 	<ul style="list-style-type: none"> ♦ Errors interrupt the flow of communication and may interfere with meaning. 	<ul style="list-style-type: none"> ♦ Error prevents the reader from understanding the writer's meaning.

Teaching Plan

Activate Learning:

Discuss with students that you have overheard them make various complaints about the treatment of young people. Explain that complaints not unlike theirs motivated the Founding Fathers at the time of the American Revolution. In small groups have students brainstorm a list of complaints of young people (for example: longer recess, better lunches, ability to watch PG movies at school). Collect complaints, choose some to share (so that you can guide discussion), & save the lists for future reference.

Point out that it is often easier to complain than to think critically about the problem and possible solutions. Point out that there is no reason to think that people were any different in 1776. The complaints of the colonists were one step in the process of careful deliberation and attempts to redress grievances.

Guide students to consider their complaints in a deliberate way. Who makes the rules they don't like? Who decides if they are fair or not? How does one get them changed? What does it mean to be independent from rules? How does a group of people decide that they are no longer going to follow the rules?

Teaching Strategies:

Day 1

Explain to the students that they are going to compose a document based on their complaints that when sent to the appropriate person will result in some change. As they compose their document, they will consider the following questions (note: the questions correspond to the sections of the Declaration of Independence).

- To whom would you send your complaints? Why? What reasons would you give for your decision to write out your complaints? (Preamble)
- What makes you think your complaints are worthwhile? Aren't there good reasons why things are the way they are? Why should things as they are be changed? Can you summarize the thinking behind your desire to change in a single sentence? (statement of beliefs or the thinking behind the complaints)
- Is there anything in particular the reader should notice about your complaints? Is there anything you need to keep in mind to make sure your audience understands and appreciates your complaints? What kinds of events inspired your complaints? (the list

of complaints)

- Have you already tried to make any changes in the treatment of young people? In what way? (prior attempts to regress the grievance)
- Is it possible to say in a single sentence what it is you really want? Knowing that it would really take a lot of time to change the system to address your grievances, what should happen right away? (declaration of independence)
- Who would be willing to sign his/her name to this list of complaints even if it were going to be seen and read by many people? (the signatures)

Day 2

Provide students with a copy of the Declaration

(<http://www.archives.gov/exhibits/charters/declaration.html>) The goal is to understand the structure of the document, not to do a reading of the entire document. Use the following questions to help guide students.

Preamble: the reasons for writing down the Declaration. What reasons did the founding fathers give for their decision to write out a declaration?

Statement of beliefs: specifying what the undersigned believed, the philosophy behind the document. What beliefs did the founding fathers declare they held?

List of complaints: the offenses that impelled the declaration. What are a few of the complaints? Are any specific events mentioned? If not, is the information given sufficient to figure out to which events the complaints refer?

Statement of prior attempts to redress grievances: In what way(s) did the framers claim to have already tried in addressing the complaints?

Declaration of independence: What will change in the colonies as a result of the Declaration?

The signatures: Which signers do students recognize?

Working in small groups or individually, students draft their own declarations. The transcript of the Declaration of Independence will serve as a model; student documents should contain the same sections. They should start with their reasons for writing (preamble), as discussed above. Tell students they can model their statement after the Preamble. For example, they can start with the words "When in the course of human events..."

Day 3

After a session of work on their declarations, introduce to students the idea of earlier documents that set a precedent for the Declaration. Let students know that the committee members who drafted our Declaration (John Adams of Massachusetts, Roger Sherman of Connecticut, Benjamin Franklin of Pennsylvania, Robert R. Livingston of New York and Thomas Jefferson of Virginia) were aware of documents from earlier years. Some of these documents served as models as the committee members wrote the Declaration. Perhaps seeing precedents for the Declaration will help students in composing theirs.

Ask students to work in small groups to review some of the earlier documents and find common features between the historical documents and the Declaration. If desired and appropriate for your class, this would be a good time to read the entire Declaration.

Students should look at the historical documents for similar structures (the document has a preamble, for instance) or phrases or passages that relate to the Declaration. As they read the excerpts, students should refer back to their transcript of the Declaration of Independence. Students should not attempt close readings of the documents. Instead, they scan key passages for similarities. (If you wish, you could have students locate documents on their own, using [The Avalon Project At The Yale Law School](#) website). Some examples include: [The Magna Carta](#) (June 1215), [First Charter of Virginia](#) (April 10, 1606), [The Mayflower Compact](#) (November, 1621), [English Bill of Rights](#) (1689), [The Royal Proclamation](#) (October 7, 1763), [The Resolutions of the Continental Congress](#), also known as The Stamp Act Congress (October 19, 1765), [The Articles of Association](#) (October 20, 1774). [The Virginia Declaration of Rights](#) (June 12, 1776).

Once student groups have analyzed the historical documents that preceded the Declaration of Independence, ask them to share their findings with the rest of the class. In what ways were the earlier documents similar to the Declaration?

You may wish to create a display of the information students have uncovered. For example, on a large bulletin board, center the text of the Declaration. Highlight relevant excerpts. Use a colored strand of yarn to lead from each Declaration excerpt to a posting of the name and date of a related document. Classes with the necessary technology, skill, and computer access can do this same exercise on the computer, creating hyperlinks to the precedents.

Students should continue to work on their declarations, either during class or as a homework assignment. They can use what they learned through the study of relevant documents created before the Declaration as a guide for the information they wish to include in their documents. By this time, students should be working on the statement of beliefs and the complaints section

of their declarations.

Day 4

Students can look at some drafts of the Declaration viewing actual images of these drafts with corrections written in Jefferson's handwriting. The committee and Continental Congress are said to have made a total of 86 changes to the document.

Students will revise, edit, and publish their documents.

Culminating Activity

The student groups present their "declarations." If typed on a computer, these can be printed out in an appropriately ornate font. The paper can be stained using tea to give the appearance of age. Students should sign the document on which they worked. Student declarations should be posted and, if practical, sent to the intended audience (parents, principal).

Assessment:

Ticket out the door – the students will be able to list the 6 sections of the Declaration of Independence and tell the purpose of each section.

Students reflect on their experience of writing a declaration and the process that created it. What part of their own declaration would they say most resembles the 1776 Declaration of Independence? Which complaint? Which part of their beliefs? What changes did they make in the course of writing their documents? How did the group decide how to proceed?

Rubric of Persuasive Writing Piece

Resources

- [The Digital Classroom](http://www.archives.gov/digital_classroom/index.html)
http://www.archives.gov/digital_classroom/index.html
- [Document Analysis Worksheets](http://www.archives.gov/education/lessons/worksheets/document.html)
http://www.archives.gov/education/lessons/worksheets/document.html
- [Transcript of the Declaration of Independence](http://www.archives.gov/national_archives_experience/charters/declaration_transcript.html)
http://www.archives.gov/national_archives_experience/charters/declaration_transcript.html
- [Digitized copy of the Magna Carta](http://www.archives.gov/exhibits/featured_documents/magna_carta/images/magna_carta.jpg)
http://www.archives.gov/exhibits/featured_documents/magna_carta/images/magna_carta.jpg
- [Translation of a 1297 version of the Magna Carta](http://www.archives.gov/exhibit_hall/featured_documents/)
http://www.archives.gov/exhibit_hall/featured_documents/

magna_carta/magna_carta_translation.html

- [**"Magna Carta and Its American Legacy"**](http://www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html)
http://www.archives.gov/exhibits/
featured_documents/magna_carta/legacy.html
- [**The Virginia Declaration of Rights**](http://www.archives.gov/national-archives-experience/charters/virginia_declaration_of_rights.html)
http://www.archives.gov/national-archives-experience/
charters/virginia_declaration_of_rights.html
- [**Image of the original Declaration**](http://www.archives.gov/national-archives-experience/charters/declaration_zoom_1.html)
http://www.archives.gov/national-archives-experience/
charters/declaration_zoom_1.html
- [**Engraving of the Declaration made by William J. Stone, 1823**](http://www.archives.gov/exhibit_hall/charters_of_freedom/declaration/declaration.html)
http://www.archives.gov/exhibit_hall/charters_of_freedom/
declaration/declaration.html

Title: Battles of the American Revolution

Subject: 4th Grade Social Studies

GPS:

SS4H4: The student will explain the causes, events, and results of the American Revolution.

c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.

d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

SS4G2d: Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).

Learning Goal(s):

- Describe three important battles from the American Revolution (Lexington and Concord, Saratoga, Yorktown)
- Explain how each of these battles led to a victory by America
- Understand the importance of key historical figures, including George Washington, King George III, and Benedict Arnold

Essential Question:

What made George Washington a good leader of the Continental army?

What was the importance of the Battle of Lexington and Concord, the Battle of Saratoga, and the Battle of Yorktown?

Why is the Battle of Saratoga considered the “turning point” of the American Revolution?

How did the British and Continental armies attempt to use the geographical features to their advantage during each battle?

Assessment:

Battle Displays (see next page).

On the final day, presentations will be on display and students will have a chance to view other groups' presentations museum style.

American Revolution Battle Display

You have been hired by a museum to create a display about one of the battles of the American Revolution. You may either choose the Battles of Lexington and Concord, the Battle of Saratoga, or the Battle of Yorktown. You may work in groups of 2-4 people. Your display will have three parts.

Illustration or Diorama

You may either draw a picture (neatly illustrated and colored) or create a three-dimensional diorama of your battle. Your creation must show both the American and British soldiers, the landscape in which they were fighting, and the main event of the battle.

Map

You need to draw and label a map of the area where your battle was fought. Your map should include any important geographical features (rivers, oceans, mountains, etc.) that may have helped the soldiers. On your map, write two-three sentences about how the geography of this area helped the American soldiers against the British.

Paragraph

Write a paragraph describing your battle. It should tell the name of your battle, who won, and why this battle was important in the Revolutionary War. Paragraphs should be three-five sentences long. Paragraphs should be edited and written neatly. There should be few errors in capitalization, punctuation, and spelling.

Battle Display Rubric

Task	Strong 5	Medium 3	Weak 1
Illustration or 3-D diorama or battle	<p>All three of the following are included:</p> <ul style="list-style-type: none"> *Illustration or diorama shows both American and British soldiers. *The landscape of the battle is clearly shown *The main event of the battle is evident in the picture or diorama. 	<p>Two of the following are included:</p> <ul style="list-style-type: none"> *Illustration or diorama shows both American and British soldiers. *The landscape of the battle is clearly shown *The main event of the battle is evident in the picture or diorama. 	<p>Zero or one of the following are included:</p> <ul style="list-style-type: none"> *Illustration or diorama shows both American and British soldiers. *The landscape of the battle is clearly shown *The main event of the battle is evident in the picture or diorama.
Map of battle	<p>All three of the following are included:</p> <ul style="list-style-type: none"> *Map shows the correct area of the battle. *Important geographical features are included. *A short paragraph explains how the geography helped the Continental Army. 	<p>Two of the following are included:</p> <ul style="list-style-type: none"> *Map shows the correct area of the battle. *Important geographical features are included. *A short paragraph explains how the geography helped the Continental Army. 	<p>Zero or one of the following are included:</p> <ul style="list-style-type: none"> *Map shows the correct area of the battle. *Important geographical features are included. *A short paragraph explains how the geography helped the Continental Army.
Description of battle's importance	Paragraph clearly explains why this battle was important to the American Revolution.	Paragraph explains the importance of this battle, but some information is missing or unclear.	Paragraph does not explain why this battle was important to the American Revolution.
Comments:			

Activate Learning:

Think-Pair-Share on how life would be different if the United States were still ruled by the British. Students will independently list the differences. Then, with a partner, they will come up with the one most significant difference. As a whole class, each set of partners will share their difference. After sharing, explain that because of the American Revolution, America became a separate nation from the British. Explain that in this unit, we will see how America won this war against the British.

Teaching Strategies:**Day 1**

Look at pictures of George Washington and King George III. Talk about what looks similar and different about them.

As a class, complete a readers' theater of "George vs. George" in relation to the battles of the American Revolution (provided). Pass out scripts and assign parts. Allow students several minutes to read over their parts and ask questions about any words they do not know. Read the script. Stop periodically to check for understanding.

After reading, students will choose one of the following activities

- Create a venn diagram comparing/contrasting George Washington and King George III. Diagrams should include at least three similarities and three differences.
- Create an acrostic about George Washington using "WASHINGTON." Write WASHINGTON down the side of the page, and write a sentence about him beginning with each letter of his last name. Descriptions should include characteristics that made him a good leader for the Continental army.
- Create a character sketch for either George Washington or King George III. In the center of the page, draw a picture of that person. Around the border, write descriptive words or facts about that person.

Day 2

On UnitedStreaming, watch the segment entitled "1776-1777: War in New York, New Jersey, and Pennsylvania" from the video "The American Revolution: From Colonies to Constitution: The War for Independence." This will provide some background about some of the early battles of the Revolutionary War.

Let students read about the Battle of Saratoga independently or with a partner. After

reading, discuss how the Continental Army used the land to help them win the battle. Complete the Battle Log for the Battle of Saratoga.

After reading, students will complete a diary entry from a Continental soldier to a family member back home. Entries should include details about the battle, how they defeated the British, and the resulting support from France.

Day 3

Display the map of Virginia provided. Ask students how George Washington or General Cornwallis (leader of the British army) might use the geography to help them win a battle.

Complete a shared reading about the Battle of Yorktown. Explain that this was the last big battle of the American Revolution, and it ultimately led to the British surrender.

Complete the Battle Log for the Battle of Yorktown.

Using the Timeline Tool from www.readwritethink.org, students will create a timeline to show the order of events that led to the British surrender.

Culminating Activity

In groups of three, students will complete a display for the Battle of Lexington and Concord, the Battle of Saratoga, or the Battle of Yorktown. Displays will include a picture of the battle itself, a map of the area with a short explanation of how the geography of the area helped the Continental army win, and a short description of why this battle was important in the ultimate success of the Americans.

On the final day, presentations will be on display and students will have a chance to view other groups' presentations museum style.

Resources

Images of George Washington and King George III

"George vs. George: The Revolutionary War as Seen by Both Sides" by Rosalyn Schanzer

Battle Log

"1776-1777: War in New York, New Jersey, and Pennsylvania" from the video "The American Revolution: From Colonies to Constitution: The War for Independence" from UnitedStreaming

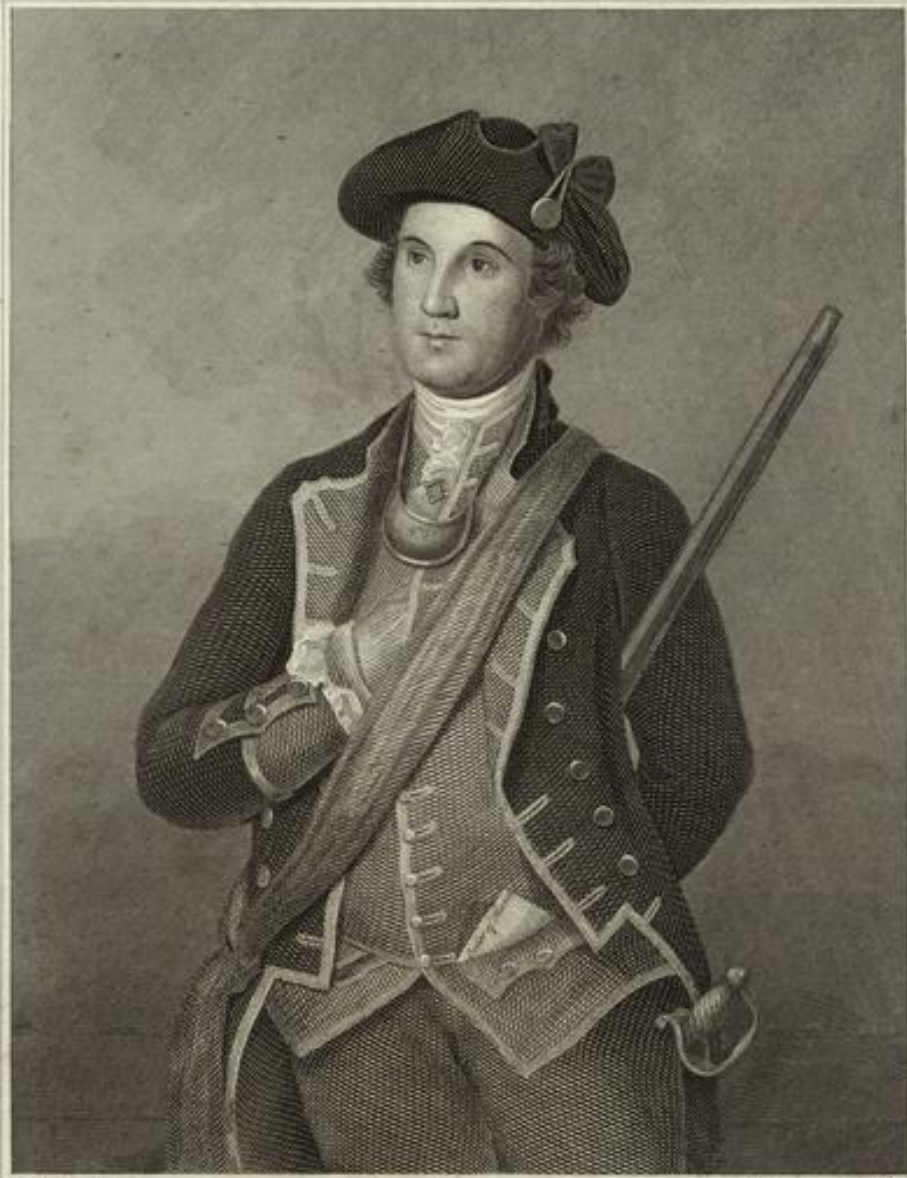
Battle of Saratoga reading

Map of Virginia

Battle of Yorktown reading

Timeline Tool: <http://www.readwritethink.org/parent-afterschool-resources/games-tools/timeline-tool-30246.html>

George Washington



Painted by A. Dickinson.

Engraved by T.W. Steel

WASHINGTON

IN 1772.

PLATE 40.

I Certify that the printing of Washington in 1772 executed by Anson Dickinson Esq from the original picture by Peale in my possession, is a faithful resemblance of the original, the only original of the Father of his Country prior to the revolution.

Arlington Mass July 28. 1850

George W. Custis

King George III



His Majesty
GEORGE THE THIRD.

American Revolution Battle Log
Name _____



Name of Battle _____

Year _____ *Who Won?* _____

Why was this battle important? _____

One other interesting fact _____

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One other interesting fact _____

Battle at Saratoga

After the Declaration of Independence was signed, the Revolutionary War broke out in full. The Continental Army, or the army of the United States, was led by General George Washington, who would later become the first President of the United States. Following the Declaration of Independence, there were several battles between the British soldiers and the Continental Army, including Brandywine, Germantown, Trenton and Princeton. The British seemed to be winning, but they could not quite defeat Washington's army.

In June 1777, the British began a new attack from Canada. They were led by General John Burgoyne, and they headed towards New York. The Americans, however, prepared to stop them near Saratoga, New York. The Americans were helped by a man named Thaddeus Kosciuszko, who set up a long wall of earth and logs on a hill so that the Americans could fight from behind it. The Americans won, and they forced Burgoyne and nearly 5,000 British soldiers to surrender (give up). Benedict Arnold was a hero of this battle.

Before this battle, Benjamin Franklin had been trying to get help from France to win the war. France did not think America would win, so they did not want to help them. After the battle of Saratoga, however, they realized that America had a chance. They sent money, soldiers, and a navy to help the Continental Army. This was considered a turning point in the American Revolution because the Continental Army now had the help of France, and they had a much better chance at winning the war against Britain.

Battle at Yorktown

In the summer of 1781, General Cornwallis, the leader of the British Army, led his troops to Yorktown, Virginia. Yorktown was located on a peninsula between the York and James Rivers. A peninsula is a large piece of land that sticks out into a body of water. Cornwallis believed this location would help him because British troops and supplies could reach him by sailing up the rivers.

When George Washington, leader of the Continental (American) Army, learned where Cornwallis was, he marched his army from New York to Virginia. Ships from the French Army sailed to meet him there. France had decided to assist the Continental Army after a previous battle. Cornwallis was surprised by Washington and his troops. The Americans and French fired their cannons at the British day and night.

At first, Cornwallis thought he would be rescued by British ships from New York City. However, the French Navy blocked Yorktown harbor so the ships could not get through. Cornwallis was trapped on the peninsula with no way to get out.

On the morning of October 19, 1781, the British army surrendered at Yorktown. To **surrender** means to give up. This was the last big battle of the Revolutionary War.

Map of Virginia
Battle of Yorktown

