Fifth Grade Social Studies: Integrated Early American History

Unit 6: The American Revolution

Big Picture Graphic

Overarching Question:

How did colonial experience and ideas about government influence the creation of a new nation?

<table>
<thead>
<tr>
<th>Previous Unit:</th>
<th>This Unit:</th>
<th>Next Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road to Revolution</td>
<td>The American Revolution</td>
<td>A New Nation</td>
</tr>
</tbody>
</table>

Questions To Focus Assessment and Instruction:

1. How did the colonists justify their right to rebel?
2. In what ways was the American Revolution a war of ideas?
3. How did people influence the course of the war?
The American Revolution

IDEAS
♦ Unalienable Rights
♦ Limited Government
♦ Government by Consent
♦ Right of Revolution
♦ Sovereignty

ADVANTAGES AND DISADVANTAGES
♦ Military Leadership
♦ Geography
♦ Resources
♦ Incentives

The American Revolution
Second Continental Congress
Declaration of Independence
Winter at Valley Forge
Battle of Saratoga
Battle of Yorktown
Treaty of Paris

PEOPLE
♦ Patriot / Loyalist
♦ George Washington
♦ Thomas Jefferson
♦ Benjamin Franklin
♦ Patrick Henry
♦ Samuel Adams
♦ John Adams
♦ Thomas Paine
♦ African Americans
♦ American Indians
♦ Women

EFFECTS
♦ Freedom from British rule
♦ Creation of the United States
♦ Self-Government
Unit Abstract:
In this unit students explore the actions of people and the policies of nations during the Revolutionary War. Students begin by creating a timeline of events leading to the Declaration of Independence. They explore colonial experiences with self-government, including the Continental Congress, the influence of political ideas, and role of the press in unifying the colonies to support independence. Throughout the unit, students examine primary source writings including Common Sense and the Declaration of Independence. After considering the philosophical and political ideas about government contained in the Declaration of Independence, students analyze the colonists’ grievances in terms of unalienable rights, government by consent, and limited government. Next, students explore the course of the Revolutionary War. They evaluate the strengths and weakness of the British and colonial armies and investigate the course of the war with special emphasis on the winter at Valley Forge, the Battle of Saratoga, and the Battle of Yorktown. Students examine the influence of key individuals and other nations during this era, and compare perspectives of Loyalists and Patriots during the war. They also assess the role of women, African Americans, and American Indians on the outcome of the war and the impact of the war on their lives. The unit concludes with students assessing the Treaty of Paris, as well as the short and long term consequences of the American Revolution.

Focus Questions
1. How did the colonists justify their right to rebel?
2. In what ways was the American Revolution a war of ideas?
3. How did people influence the course of the war?

Content Expectations
5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).
5 – U3.1.5: Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.
5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
5 – U3.1.7: Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g.,
purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.

5 – U3.2.1: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

5 – U3.2.2: Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

5 – U3.2.3: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

5 – U3.2.4: Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

Key Concepts

*Declaration of Independence*
- government by consent
- military advantages and disadvantages
- Patriot / Loyalist
- revolution
- right of revolution
- sovereignty
- treaty
- turning point
- tyranny
- unalienable rights

Duration

6 weeks

Lesson Sequence

Lesson 1: The Second Continental Congress
Lesson 2: Declaring Independence
Lesson 3: The Declaration of Independence
Lesson 4: Comparing Armies
Lesson 5: People: Perspectives on the Revolution
Lesson 6: War in the North
Lesson 7: War in the South
Lesson 8: The Treaty of Paris

Assessment
Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative
Overhead Projector or Document Camera and Projector

Student Resource


The American Revolution. 3 Sept. 2008 <http://www.theamericanrevolution.org/ipeople.asp>.


Teacher Resource


Resources for Further Professional Knowledge


Instructional Organization

Lesson 1: The Second Continental Congress

Content Expectations:
5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.7: Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.

Key Concepts: government by consent, revolution, right of revolution, sovereignty

Lesson 2: Declaring Independence

Content Expectations:
5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).

5 – U3.1.5: Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.7: Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.

Key Concepts: Declaration of Independence, government by consent, revolution, right of revolution, sovereignty, tyranny, unalienable rights
Lesson 3: The Declaration of Independence

Content Expectations:
5 – U3.1.5: Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.7: Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.

Key Concepts: Declaration of Independence, government by consent, revolution, right of revolution, sovereignty, tyranny, unalienable rights

Lesson 4: Comparing Armies

Content Expectations:
5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.2.1: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

Key Concepts: military advantages and disadvantages, revolution

Lesson 5: People: Perspectives on the Revolution

Content Expectations:
5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.2.3: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

Key Concepts: Patriot / Loyalist
Lesson 6: War in the North

Content Expectations:
5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.2.1: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

5 – U3.2.2: Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

5 – U3.2.3: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

Key Concepts: military advantages and disadvantages, Patriot / Loyalist, turning point

Lesson 7: War in the South

Content Expectations:
5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.2.1: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

5 – U3.2.2: Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

5 – U3.2.3: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

Key Concepts: military advantages and disadvantages, Patriot / Loyalist, turning point

Lesson 8: The Treaty of Paris

Content Expectations:
5 – U3.2.4: Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

Key Concepts: sovereignty, treaty
Lesson 1: The Second Continental Congress

Big Ideas of the Lesson

- At the end of the First Continental Congress, members agreed to meet again if the King and Parliament didn’t take their concerns seriously. This Second Continental Congress was called in May 1775.
- One of the first things the Congress did was form an army. They chose George Washington to lead it.
- In July of 1775, the Congress sent the King a letter trying to find a peaceful resolution to the problems between the colonies and Britain. This was called the Olive Branch Petition.
- The King refused to accept the petition. In August of 1775 he declared the colonies to be in a state of rebellion.

Lesson Abstract:
In this lesson, students explore the early days of the American Revolution, including the convening of the Second Continental Congress, the issuing of the Olive Branch Petition, the Battle of Bunker Hill, and the selection of George Washington as Commander-in-Chief of the Continental Army. Students begin by accessing prior knowledge about the American Revolution and then examine epitaphs, timelines, and informational text.

Content Expectations
5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:
RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Key Concepts
- conflict
- government by consent
- revolution
Instructional Resources

Equipment/Manipulative
Chart paper
Overhead projector or document camera/projector

Student Resource


Teacher Resource


Lesson Sequence

1. This lesson begins with a K-W-L Chart. This type of chart is used to activate and assess students’ prior knowledge, to establish a purpose for reading, and to motivate students by stimulating their interest. It promotes both active reading and critical thinking. Display the “K-W-L Chart” for this lesson located in the Supplemental Materials (Unit 6, Lesson 1), or create a similar chart on chart paper. Using Word Card #1, discuss the term ‘revolution’ and ask students to jot down a few things they know, or think they know, about the American Revolution. Then, have students share their ideas in the large group. Make a list of things they know under the “K” section of the chart.

2. With a partner, have students make a list of things they would like to know about the American Revolution. Have pairs share their lists with the large group and make a list of things students would like to know under the ‘W’ section of the chart. Put the chart away until the last lesson of the unit.

3. Lead a discussion regarding the events leading to the American Revolution which were covered in Unit 5. This could be done by reviewing the timelines students created. As an alternative, read students the book, Can’t You Make Them Behave, King George? by Jean Fritz. This book provides a good review of the Road to the Revolution and offers a different perspective of events leading to revolution through the eyes of the British king.
4. Display the two “Mystery Sources,” located in the Supplemental Materials (Unit 6, Lesson 1). Read the text of each box out loud and ask students what kind of sources these represent. Guide students in understanding that these are epitaphs from gravestones.

5. Discuss each epitaph using the following questions to guide your discussion:
   - Are epitaphs primary or secondary sources? Why?
   - Whose graves did the gravestones mark that contained these epitaphs?
   - How are the epitaphs similar?
   - How are they different?
   - What kinds of information can be learned from reading epitaphs?

6. Explain that following the battles of Lexington and Concord, British troops had begun to gather around Boston. Explain that colonial leaders decided it was time to convene a Second Continental Congress as they had promised to do if things did not improve. Share the following information regarding this:
   - On May 10, 1775, representatives from all colonies except Georgia met in Philadelphia.
   - The Congress included Benjamin Franklin, Thomas Jefferson, Samuel Adams, John Adams, Richard Henry Lee, and many others.
   - John Hancock was chosen to preside over the Congress.
   - The Congress met believing in the beginning that problems between the colonies and Britain could be solved.

7. Display “Primary Source #1”, located in the Supplemental Materials (Unit 6, Lesson 1). Explain that on the same day as the Second Continental Congress convened, May 10, another important event took place which is shown in this painting. Use the following questions to guide students in analyzing this source:
   - What appears to be happening in the painting?
   - At what time of day is it happening? How do you know?
   - Where is it happening?

8. Help students clarify their understanding of the painting by explaining that the painting shows the taking of Fort Ticonderoga in New York by a Vermont blacksmith named Ethan Allen. Share the following information regarding this event:
   - Ethan Allen and a group of Vermont men known as the Green Mountain Boys (patriots) made a surprise attack on Fort Ticonderoga. There were cannons at the fort that they knew would be useful to the Continental Army.
   - They crept through morning fog and surprised the British who surrendered the Fort. Allen was able to take the cannons.

9. Ask students to think about the First Continental Congress and engage in a quick write about what they remember. Have students share their written responses. Remind them that there were people of different perspectives who attended the First Continental Congress. This was also the case with the Second Continental Congress. Ask students to describe what they think some of these perspectives were. Discuss student responses. Possible answers include people who were ready to declare independence and fight Britain on a large-scale, people who
were hoping to solve things peacefully, people who wanted independence but were unsure about fighting the British. Explain that despite these differences, the Congress decided in June to at least prepare for war.

10. Explain that as a first step in preparing for war, the Congress decided to form an army that would be made up of full-time regular soldiers plus part-time militia (Word Card #3) which each colony already had. Ask students what else would be required in order to have an effective army. Discuss student responses and guide students to the idea that the army would need a leader. Ask students to name some of the colonial leaders they studied in the previous unit and make a list of the names on the board or an overhead transparency. Ask students to list three people from the list who they think would have made a good choice for leader of the army. Have students share their lists with a partner. Then, ask students to narrow the three down to one. Take a quick tally of who got the most votes. Then, explain that the Congress chose George Washington. Ask students why they think Washington was chosen. Discuss student responses. Possible answers include he had experience from the French and Indian War, he was highly respected, etc.

11. Give each student a copy of the “Battle of Bunker Hill” chart, located in the Supplemental Materials (Unit 6, Lesson 1). Assign students to read the section of their text on the Battle of Bunker Hill and have them summarize what they have learned by answering “Questions of History” on the chart. Provide time for students to read and fill in the charts. Have students compare their charts with a partner and then discuss what students learned as a whole class. As an alternative use the completed chart as a tool for briefly explaining the Battle of Bunker Hill. Note that you may also wish to read students “The Battle of Bunker Hill” by Scott Ingram which is listed in the student resource section.

12. Using the “Map of the Boston Area” located in the Supplemental Materials (Unit 6, Lesson 1) and the information below, discuss the Battle of Bunker Hill by having students share what they wrote on their charts from the previous step:
   - This was one of the first major battles of the Revolution.
   - The British took the hill, but at great cost to them.
   - The battle showed that the Continental Army was capable of standing up to the British.
   - One of the heroes of the battle was a Continental soldier named Peter Salem. He was a former enslaved African.
   - Joseph Warren, the patriot leader who students learned about in the previous unit, was killed in the Battle of Bunker Hill.
   - George Washington was not involved in this battle. He did not take command of the Continental Army until July 3, 1775.

13. Display “Primary Source #2”, located in the Supplemental Materials (Unit 6, Lesson 1). Explain that this is a part of one of the first position statements adopted by the Second Continental Congress. Read the text out loud and ask students to summarize what they think the source means as a quick journal prompt. Give students time to write and then have them share with a partner. Next, ask a few students to share their thoughts with the whole group.
14. Explain that this quotation is part of the Olive Branch Petition (Word Card #4), which was adopted by the Second Continental Congress on July 5 of 1775. As students should have inferred from the text, this was an attempt to try and settle problems peacefully. It was directed to the king personally. Share the following information about the petition:
   - The petition was a statement of loyalty to the king but disapproval of the actions of his ministers and Parliament.
   - It included a protest against policies and asked the king to repeal the Intolerable Acts and stop the war.

15. Ask students to put themselves in the place of King George and think about how he might respond to the Olive Branch Petition. Have students write a short response from the king in their social studies journals. Give students time to write and then have them share their writing in a group of three. Have each group choose one of the three responses to read aloud to the whole class.

16. Explain that the king reacted by refusing to receive the petition. Then, on August 23, 1775, he proclaimed the American colonies to be in rebellion and urged that all efforts “should be made to suppress such rebellion and bring the traitors to justice.” The King also ordered 20,000 more soldiers to the colonies. Using Word Card #5, explain that in order to enlarge the army he ordered the hiring of mercenaries, or soldiers who serve for pay in the military of a foreign government. Write the term “Hessians” on the board or an overhead transparency. Explain that many of these mercenaries were known by this term because they came from the Hesse region of Germany.

17. Explain to students that Congress was not aware of the king’s response until much later. Ask why this was true. Discuss student responses and guide them to reflect on how information traveled in those days.

18. Display the “Declaration of the Causes and Necessity of Taking Up Arms” chart, located in the Supplemental Materials (Unit 6, Lesson 1), and give each student a copy. Explain that the day after adopting the Olive Branch Petition, the Congress issued this Declaration. Ask students to independently “translate” or figure out the meaning of the two sections of the Declaration. Note that in the previous unit, students worked numerous times in groups to ‘translate’ primary source documents. Therefore, it is important to offer them an opportunity now to work independently. A chart showing possible answers has also been included in the Supplemental Materials (Unit 6, Lesson 1). When students have finished, lead a discussion regarding the Declaration. Draw special attention to the following ideas from the document:
   - We did not start this conflict. The British are the aggressors.
   - Our freedom and property have been threatened.
   - We are united in our efforts and our beliefs.
   - We have many resources but if we need to we can also get other countries to help us in our cause.

19. Ask students to compare the two documents -- The Olive Branch Petition and the Declaration of Causes and Necessity of Taking Up Arms. Discuss with the class why the Second Continental Congress might have authored two different approaches to address the problems with the King of England. Push students to think about the time frame in which both were written. Explain
that historians over time have proposed different reasons or theories about why these two documents were written. Have students work in small groups of three or four students each to discuss possible reasons for the dual approach. Have the groups share their theories with the entire class.

20. Share the following events which occurred at the end of 1775 and have students predict the causes and effects of each event:
   - On November 28, 1775, the Congress established an American Navy. In the beginning it was made up of just fishing boats.
   - On November 29, 1775, the Congress appointed a secret committee to seek help from European countries.
   - On December 22, 1775, King George issued a proclamation closing the colonies to all trade.

21. Ask students to predict what they think will happen next in their social studies journals.

Assessment
As an assessment, have students place the “Event Cards”, located in the Supplemental Materials (Unit 6, Lesson 1), in chronological order. Note that the Lesson Graphic Organizer shows the correct sequence for the cards.
**Graphic Organizer**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 13</td>
<td>The Massachusetts legislature orders 13,000 American soldiers to be mobilized</td>
</tr>
<tr>
<td>May 10</td>
<td>Ethan Allen takes Fort Ticonderoga</td>
</tr>
<tr>
<td>May 10</td>
<td>The Second Continental Congress begins to meet in Philadelphia</td>
</tr>
<tr>
<td>May 15</td>
<td>The Congress places the colonies in a “state of defense”</td>
</tr>
<tr>
<td>June 15</td>
<td>The Congress appoints George Washington as Commander-in-Chief of the Continental Army</td>
</tr>
<tr>
<td>June 17</td>
<td>The Battle of Bunker Hill</td>
</tr>
<tr>
<td>July 3</td>
<td>Washington takes command of the Continental Army</td>
</tr>
<tr>
<td>July 5</td>
<td>The Congress adopts the <em>Olive Branch Petition</em></td>
</tr>
<tr>
<td>July 6</td>
<td>The Congress issues the <em>Declaration of the Causes and Necessity of Taking Up Arms</em></td>
</tr>
<tr>
<td>August 23</td>
<td>King George declares the Colonies to be in a state of rebellion</td>
</tr>
<tr>
<td>November 28</td>
<td>The Congress establishes an American Navy</td>
</tr>
<tr>
<td>November 29</td>
<td>The Congress appoints a secret committee to seek help from European countries</td>
</tr>
<tr>
<td>December 22</td>
<td>King George issues a proclamation closing the Colonies to all trade</td>
</tr>
</tbody>
</table>
Big Ideas Card

Big Ideas of Lesson 1, Unit 6

- At the end of the First Continental Congress, members agreed to meet again if the King and Parliament didn’t take their concerns seriously. Therefore, a Second Continental Congress was called in May, 1775.

- One of the first things the Congress did was form an army. They chose George Washington to lead it.

- In July of 1775, the Congress sent the King a letter trying to find a peaceful resolution to the problems between the colonies and Britain. This was called the Olive Branch Petition.

- The King refused to accept the petition. In August of 1775, he declared the colonies to be in a state of rebellion.
<table>
<thead>
<tr>
<th></th>
<th>Word Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>revolution</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
<td>The American Revolution took place in the late 1700s.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>independence</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
<td>The Colonies fought against Britain to win their independence</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>militia</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
<td>Members of the militia were often farmers who came together to train and practice.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>petition</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
<td>The Second Continental Congress sent the Olive Branch Petition to the King.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>mercenary</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
<td>German mercenaries fought for the British.</td>
</tr>
<tr>
<td>K</td>
<td>What do we KNOW about the American Revolution?</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>W</td>
<td>What do we WANT TO KNOW about the American Revolution?</td>
</tr>
<tr>
<td>L</td>
<td>What did we LEARN about the American Revolution?</td>
</tr>
</tbody>
</table>
Mystery Sources

They came three thousands miles and died
To keep the past upon its throne
Unheard beyond the ocean tide
Their English Mother made her moan
April 19, 1775

Major John Pitcairn

Fatally wounded
While rallying the royal Marines
At the Battle of Bunker Hill
Was carried from the field to the boats
On the back of his son
Who kissed him and returned to duty.
He died June 17, 1775 and his body
Was interred beneath this church.
Primary Source #1

## The Battle of Bunker Hill

<table>
<thead>
<tr>
<th>What happened?</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Where did it happen?</th>
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<table>
<thead>
<tr>
<th>Who was involved?</th>
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<table>
<thead>
<tr>
<th>When did it happen?</th>
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<table>
<thead>
<tr>
<th>How and why did it happen?</th>
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# The Battle of Bunker Hill – Sample Answers

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>What happened?</strong></td>
<td>Continental soldiers built earthworks on Breed’s Hill overlooking Boston. General Gage sent General Howe and about 2,400 British soldiers to capture the hill. The Continental soldiers drove the British back three times before running out of gun powder. The British finally took the hill but more than 1000 British soldiers were killed or wounded. About 350 American soldiers died or were wounded.</td>
</tr>
<tr>
<td><strong>Where did it happen?</strong></td>
<td>On Breed’s Hill, near Bunker Hill, across the Charles River from Boston.</td>
</tr>
</tbody>
</table>
| **Who was involved?** | • Continental soldiers  
• British soldiers |
| **When did it happen?** | June 17, 1775 |
| **How and why did it happen?** | The Americans controlled the countryside around Boston. They were angry about the Battles of Lexington and Concord and fearful the British would attack them again. They decided to build earthworks where they could defend themselves. They built some of these on Breed’s Hill. The British did not want them doing this so they decided to take the hill. |
Map of the Boston Area

Lexington 5 miles
Concord 11 miles

British fortified this area heavily after the battle of Bunker Hill

Washington (16,000 in 1775
10,000 in 1776)

SIEGE OF BOSTON 1775 - 1776
SCALE OF MILES

Source: http://www.gutenberg.org/files/18618/18618-h/18618-h.htm
Primary Source #2

Attached to your Majesty’s person, family, and Government, with all devotion that principle and affection can inspire; connected with Great Britain by the strongest ties that can unite societies, and deploring every event that tends in any degree to weaken them, we solemnly assure your Majesty, that we not only most ardently desire the former harmony between her and these Colonies may be restored, but that a concord may be established between them upon so firm a basis as to perpetuate its blessings, uninterrupted by any future dissensions, to succeeding generations in both countries.

Source: [http://ahp.gatech.edu/olive_branch_1775.html](http://ahp.gatech.edu/olive_branch_1775.html)
FROM THE *DECLARATION OF THE CAUSES AND NECESSITY OF TAKING UP ARMS*  
*JULY 6, 1775*

<table>
<thead>
<tr>
<th>What does it mean?</th>
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<tbody>
<tr>
<td>…the arms we have been compelled by our enemies to assume, we will, in defiance of every hazard, with unabating firmness and perseverance, employ for the preservation of our liberties; being with one mind resolved to die freemen rather than to live slaves</td>
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<tbody>
<tr>
<td>Our cause is just. Our union is perfect. Our internal resources are great, and, if necessary, foreign assistance is undoubtedly attainable.</td>
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**FROM THE DECLARATION OF THE CAUSES AND NECESSITY OF TAKING UP ARMS**  
**JULY 6, 1775 - Sample Answers**

<table>
<thead>
<tr>
<th>…the arms we have been compelled by our enemies to assume, we will, in defiance of every hazard, with unabating firmness and perseverance, employ for the preservation of our liberties; being with one mind resolved to die freemen rather than to live slaves</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have been forced to take up arms and fight. We are fighting for our freedom. We have all decided that we would rather die as free people than live as slaves.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Our cause is just. Our union is perfect. Our internal resources are great, and, if necessary, foreign assistance is undoubtedly attainable.</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our desire for freedom is fair. We are acting as “one.” We have a lot of our own resources but if necessary we can get other countries to help us.</td>
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<td>EVENT CARDS</td>
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<tr>
<td>The Congress appoints George Washington as Commander-in-Chief of the Continental Army</td>
<td>Washington takes command of the Continental Army</td>
</tr>
<tr>
<td>The Second Continental Congress begins to meet in Philadelphia</td>
<td>King George declares the Colonies to be in a state of rebellion</td>
</tr>
<tr>
<td>King George issues a proclamation closing the Colonies to all trade</td>
<td>Ethan Allen takes Fort Ticonderoga</td>
</tr>
<tr>
<td>The Battle of Bunker Hill</td>
<td>The Congress adopts the <em>Olive Branch Petition</em></td>
</tr>
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</table>
Lesson 2: Declaring Independence

Big Ideas of the Lesson

- In 1776, Thomas Paine published a booklet called Common Sense. It urged the colonists to seek independence.
- In June of 1776, the Second Continental Congress appointed a committee to draft a Declaration of Independence.
- Thomas Jefferson became the main author of the document.
- The Declaration included a list of grievances the colonists had against the King and Parliament.
- On July 4, 1776, the Second Continental Congress adopted the Declaration of Independence.

Lesson Abstract:
In this lesson, students explore sequence of events leading to the formal Declaration of Independence by the American colonies. Students begin by analyzing two primary sources related to the early military campaigns of the Revolutionary War. Then, they explore sections of Thomas Paine’s Common Sense. In the final part of the lesson they learn about the drafting of the Declaration and explore its significance.

Content Expectations
5 – U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:
W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Key Concepts
Declaration of Independence
government by consent
revolution

Instructional Resources
Equipment/Manipulative
Overhead projector or document camera/projector
Lesson Sequence

1. Display Thomas Paine’s “Quotation”, located in the Supplemental Materials (Unit 6, Lesson 2). Read the quotation out loud and briefly discuss the terms “absurd” and “perpetually” with students. Then, have students write a short journal entry explaining what they think the quotation means. Encourage students to write down any questions they may have about the quote as well. Provide time for students to write and then have them share their writing with a partner.

2. Discuss the quotation in the large group and explain that they will learn more about the author of the quotation, Thomas Paine, in this lesson. Write any questions students may have raised about the quote on the board.

3. Remind students that, as they learned in the previous lesson, not many Americans were thinking seriously about declaring independence from Britain in early 1775. Explain that by 1776 this had begun to change for reasons including the following:
   - Ethan Allen had been successful in taking Fort Ticonderoga.
   - Although the Continental Army had officially lost the Battle of Bunker Hill, they had shown people they could fight bravely against the British.
   - The Olive Branch Petition sent to the King by the Second Continental Congress had failed.
   - The King had decided to hire German mercenaries. This angered many colonists.
The King had shut down colonial trade.
George Washington continued to make plans to fight the British including a plan to force them to leave Boston.

4. Divide students into small groups of three or four students each. Provide each group with a copy of “Artifacts”, located in the Supplemental Materials (Unit 6, Lesson 2). Tell groups to examine the two artifacts on the sheet and develop a theory as to what historical event they refer. Provide students time to work and then have them share their theories in the large group.

5. Share the following information about the historical event relating to the two artifacts and have students compare the information to their theories:
   - In January of 1775, George Washington assigned Henry Knox to be in command of the Continental Army’s artillery.
   - His first task was to move the 59 cannons from Fort Ticonderoga in New York to the Boston area. This was a distance of nearly 300 miles.
   - It took 80 yoke of oxen dragging 42 huge sleds to move the cannon that weighed nearly 60 tons, which is equal to 120,000 pounds!
   - The mission took three months and ended on March 4, 1776 when 2,000 men and 400 oxen hauled the cannon up Dorchester Heights overlooking Boston.
   - Intimidated by the artillery, the British withdrew from Boston on March 17, 1776. Explain that March 17th is still celebrated in Boston as Evacuation Day – the day the British left Boston.

6. Using Word Card #6, ask students how the “freeing” of Boston might have affected public opinion, or the point of view held by most people, regarding the idea of independence. Discuss student responses and guide them in understanding that public opinion was beginning to change. Explain that Thomas Paine, the author of the quotation used in Step 1, was one of the people who influenced the change of public opinion. Explain that unlike Henry Knox, who gained support for independence through military action, Thomas Paine gained support through his writing. Share the following information about Paine:
   - In January of 1776, Thomas Paine published a 46-page booklet called “Common Sense.”
   - In the booklet, Paine called for colonists to rebel against the “violent abuse of power.”
   - He questioned the right of any king to rule over anyone.
   - Many people read his booklet and were persuaded to join the patriot side, urging the colonists to seek independence.

7. Place students in groups of five and give each student a copy of the “Analyzing a Primary Source” chart, located in the Supplemental Materials (Unit 6, Lesson 2). Assign one of the five numbered quotations from Common Sense to each group. Explain that group members should work together to “translate” or figure out the meaning of their assigned quotation. Note that a chart showing possible answers has also been included in the Supplemental Materials (Unit 6, Lesson 2).
8. When groups have finished, re-arrange students into five new groups consisting of one member from each of the numbered groups in Step 7. Have each student in the group explain the quotation their group worked on.

9. Lead a large group discussion of the quotations and why they think words like these led many people to support the move toward independence.

10. Explain that by June of 1776, the Second Continental Congress had moved closer to declaring independence. On June 7, Richard Henry Lee of Virginia gave a speech saying the colonies no longer owed loyalty to the king. At the end of his speech, he suggested a resolution, or formal statement, stating, resolved: That these united colonies are, and of right out to be, free and independent States.” Explain that his resolution resulted in several days of debate. Have students discuss why such a statement might have engendered such debate at this point in history.

11. Note that at this time in the lesson, you may want to give each student a copy of “Gathering Information from a Textbook” chart, located in the Supplemental Materials (Unit 6, Lesson 2). Explain that students should read the textbook section relating to the Declaration of Independence and take notes on important events that occurred during the drafting, approval, and signing of the Declaration. Provide students time to read and take notes.

12. Have students meet in a small group and compare their charts of notes. Encourage them to add information, corrections, etc. based on the group sharing. As you continue the lesson, have students use their notes as a reference sheet.

13. Explain that on June 11, 1776, after debating and postponing a decision on the Lee resolution, Congress decided to appoint a Committee to draft a statement giving the colonial case for independence. Using Word Card #7, explain that this became known as the “Declaration of Independence.” Explain that each committee member was from a different colony. Ask students why they think the Congress did this. Discuss student responses and guide them to the idea that the Congress wanted different perspectives represented. Share the following list of committee members:
   - John Adams, Massachusetts
   - Benjamin Franklin, Pennsylvania
   - Roger Sherman, Connecticut
   - Robert Livingston, New York
   - Thomas Jefferson, Virginia

14. Explain that the Congress then recessed for three weeks. The committee decided that Thomas Jefferson should do the main drafting of the Declaration. Display the photograph of “Thomas Jefferson’s Writing Desk”, located in the Supplemental Materials (Unit 6, Lesson 2) and explain that this mahogany lap desk designed by Jefferson and built by a Philadelphia cabinetmaker was used to draft the Declaration. Guide students in comparing and contrasting this desk with a modern-day laptop computer.
15. Display “Fragment of the Earliest Known Draft of the Declaration,” located in the Supplemental Materials (Unit 6, Lesson 2) and ask students what questions this artifact raises for them. Record students’ questions on the board or an overhead transparency. Encourage students to draw conclusions based on the artifact. Possible conclusions include that Jefferson made a lot of changes to his first draft that he crossed out whole sections of his draft, and that he added and deleted words.

16. Display “Rough Draft of the Declaration”, located in the Supplemental Materials (Unit 6, Lesson 2), and ask students to compare this to the artifact from Step 15. Ask students what questions they may have regarding these two artifacts. Explain that this was the rough draft Jefferson most likely gave to Ben Franklin and John Adams who made some editing changes before the draft went to the Congress. Note: This is a perfect opportunity to point out the writing process in action over 200 years ago.

17. Explain that on July 1, 1776, Jefferson presented a “cleaned-up” draft of the Declaration to the Congress. Congress spent the next three days making some changes and deletions. Explain that one of the most significant changes involved the removal of a long paragraph that attributed responsibility of the slave trade to British King George III. Ask students why they think this section were taken out. Discuss student response and guide students to the idea that members of Congress from the South insisted that this section be removed. Explain that by the end of the process; about twenty-five percent of Jefferson’s original words had been taken out. Historians note that Jefferson was angry over these changes.

18. Display the “Declaration of Independence Timeline”, located in the Supplemental Materials (Unit 6, Lesson 2), and use it to discuss the final steps in declaring independence. Note that students can also compare this timeline to the notes they collected from reading their textbook section on the Declaration. Share the following facts at the end of your discussion:
   - The bronze from the statue of King George destroyed by Continental soldiers was later made into bullets used by the army.
   - John Hancock was the president of Congress and wrote his name in large letters, supposedly so the King could read it without his glasses.¹
   - Exactly 50 years after the adoption of the Declaration, on July 4, 1826, both Thomas Jefferson and John Adams died.

19. As an optional enrichment, you may want to read students the Jean Fritz book, Will You Sign Here, John Hancock?, which is a good biography of Hancock and includes good information relating to the content of this lesson.

20. Explain that the decision to declare independence from Britain was one of the most important decisions in our country’s history. Explain that in the next lesson students will explore the Declaration itself.

¹ Historians question whether there is evidence that Hancock was the first signer. His was the only delegate's name attached to the first printed version of the Declaration, but he (and other delegates) did not sign until August 2. Historians also question the story with the king’s glasses – arguing that this is also probably myth.
Assessment
As an assessment, have students write a newspaper article reporting the drafting and adoption of the Declaration. A Writing Plan has been included in the Supplemental Materials, (Unit 6, Lesson 2) for students to use for pre-writing. Note that the charts for textbook notes as well as the small group activities of this lesson can also be used for assessment.
Graphic Organizer

**Important People**
- Thomas Paine
- Richard Henry Lee
- Thomas Jefferson

**Declaring Independence**

**Important Events**
- Appointing a Committee
- Writing a Draft
- Revising the Draft
- Adopting the Document
### Big Ideas of Lesson 2, Unit 6

- In 1776, Thomas Paine published a booklet called Common Sense. It urged the colonists to seek independence.

- In June of 1776, the Second Continental Congress appointed a committee to draft a Declaration of Independence.

- Thomas Jefferson became the main author of the document.

- The Declaration included a list of grievances the colonists had against the King and Parliament.

- On July 4, 1776, the Second Continental Congress adopted the Declaration of Independence.
### Word Cards

**Word Cards from previous lessons needed for this lesson:**

- Revolution – Word Card #1 from Lesson 1
- Independence – Word Card #3 from Lesson 1
- Mercenary – Word Card #5 from Lesson 1

<table>
<thead>
<tr>
<th>6</th>
<th>public opinion</th>
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<tbody>
<tr>
<td></td>
<td>the point of view held by most people</td>
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</table>

**Example:** Public opinion in the colonies began to change in favor of declaring independence from Britain.

<table>
<thead>
<tr>
<th>7</th>
<th>Declaration of Independence</th>
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<tbody>
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<td></td>
<td>the document in which the colonists officially declared their independence from Britain.</td>
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</table>

**Example:** The Declaration of Independence explained why the colonists wanted to break away from Britain.

(SS050602)
There is something absurd in supposing a continent to be perpetually governed by an island.

-Thomas Paine
Artifacts


### Analyzing a Primary Source

<table>
<thead>
<tr>
<th>From Common Sense</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP 1</strong></td>
<td>A government of our own is our natural right.</td>
</tr>
<tr>
<td><strong>GROUP 2</strong></td>
<td>Everything that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, &quot;TIS TIME TO PART.&quot;</td>
</tr>
<tr>
<td><strong>GROUP 3</strong></td>
<td>Even the distance at which the Almighty hath placed England and America is a strong and natural proof that the authority of the one over the other, was never the design of Heaven… To be always running three or four thousand miles with a tale or a petition…will in a few years be looked upon as folly and childishness.</td>
</tr>
<tr>
<td><strong>GROUP 4</strong></td>
<td>Small islands not capable of protecting themselves are the proper objects for government to take under their care; but there is something absurd in supposing a continent to be perpetually governed by an island.</td>
</tr>
<tr>
<td><strong>GROUP 5</strong></td>
<td>Until an independence is declared the continent will feel itself like a man who continues putting off some unpleasant business from day to day, yet knows it must be done, hates to set about it, wishes it over, and is continually haunted with the thoughts of its necessity.</td>
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## Analyzing a Primary Source – Sample Answers

<table>
<thead>
<tr>
<th>From Common Sense</th>
<th>What does it mean?</th>
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<tbody>
<tr>
<td><strong>GROUP 1</strong></td>
<td><em>A government of our own is our natural right.</em></td>
</tr>
<tr>
<td></td>
<td><em>We have the right to have our own government in the same way that we have the right to life and liberty.</em></td>
</tr>
<tr>
<td><strong>GROUP 2</strong></td>
<td><em>Everything that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, “TIS TIME TO PART.”</em></td>
</tr>
<tr>
<td></td>
<td><em>It is reasonable and right for us to separate from Britain. The killings and crying voices all give us the same message: It is time to go our own way.</em></td>
</tr>
<tr>
<td><strong>GROUP 3</strong></td>
<td><em>Even the distance at which the Almighty hath placed England and America is a strong and natural proof that the authority of the one over the other, was never the design of Heaven… To be always running three or four thousand miles with a tale or a petition… will in a few years be looked upon as folly and childishness.</em></td>
</tr>
<tr>
<td></td>
<td><em>American and England are far apart. This is a good reason that England should not have authority over us. It does not make sense to be going over three thousand miles to take a petition or talk about problems. A few years from now this will look ridiculous.</em></td>
</tr>
<tr>
<td><strong>GROUP 4</strong></td>
<td><em>Small islands not capable of protecting themselves are the proper objects for government to take under their care; but there is something absurd in supposing a continent to be perpetually governed by an island.</em></td>
</tr>
<tr>
<td></td>
<td><em>Why should an island rule over a continent. Only small islands that cannot protect themselves should be ruled by another government… not an entire continent.</em></td>
</tr>
<tr>
<td><strong>GROUP 5</strong></td>
<td><em>Until an independence is declared the continent will feel itself like a man who continues putting off some unpleasant business from day to day, yet knows it must be done, hates to set about it, wishes it over, and is continually haunted with the thoughts of its necessity.</em></td>
</tr>
<tr>
<td></td>
<td><em>Independence will have to eventually be declared so there is no sense in putting it off. This is like a person who keeps putting off something they know they have to do.</em></td>
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# Gathering Information from a Textbook

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Thomas Jefferson’s Writing Desk

Source: http://www.loc.gov/exhibits/jefferson/images/vc30.jpg
Fragment of the Earliest known Draft of the Declaration, June, 1776

Source: http://www.loc.gov/exhibits/jefferson/jeffdec.html
Rough Draft of the Declaration

Source: http://www.ushistory.org/declaration/document/transcription#transcription
### Declaration of Independence Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>June 7, 1776</td>
<td>Richard Henry Lee suggests a resolution for independence.</td>
</tr>
<tr>
<td>June 11, 1776</td>
<td>A committee was appointed to draft a statement declaring independence from Britain.</td>
</tr>
<tr>
<td>June 11 – July 1, 1776</td>
<td>The Declaration of Independence was drafted, mainly by Thomas Jefferson.</td>
</tr>
<tr>
<td>July 2, 1776</td>
<td>The Lee Resolution was adopted and Congress began to consider the draft of the Declaration.</td>
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<tr>
<td>July 4, 1776</td>
<td>The Declaration of Independence was adopted and printed.</td>
</tr>
<tr>
<td>July 5, 1776</td>
<td>Copies of the Declaration were sent from members of Congress to colonial assemblies, committees and commanders of the Continental troops including George Washington.</td>
</tr>
<tr>
<td>July 8, 1776</td>
<td>First public reading of the Declaration took place in Philadelphia. The reading was followed by fireworks.</td>
</tr>
<tr>
<td>July 9, 1776</td>
<td>Washington had the Declaration read to his assembled troops. Later that night Continental soldiers destroyed a bronze statue of King George.</td>
</tr>
<tr>
<td>July 19, 1776</td>
<td>Congress ordered the Declaration to engrossed, or clearly printed, and signed.</td>
</tr>
<tr>
<td>August 2, 1776</td>
<td>The Declaration was signed by most of the members of Congress.</td>
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Newspaper Article Writing Plan
Lesson Assessment

Directions: Write a Newspaper Article reporting the adoption of the Declaration of Independence. Use the chart below to list ideas for your article.

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<th>Why?</th>
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Lesson 3: The Declaration of Independence

Big Ideas of the Lesson

- The Declaration of Independence is one of the most important documents in American History.
- The Declaration included ideas colonial leaders had about government. For example, Thomas Jefferson used ideas about natural rights such as life and liberty in the Declaration.
- He also used ideas that had been written down in previous documents, such as the resolution of the Stamp Act Congress.
- The Declaration included a list of grievances against the King and Parliament.
- Important ideas included equality, unalienable rights, and consent of the governed.

Lesson Abstract:
In this lesson students explore the Declaration of Independence. The lesson begins with an activity in which students sequence events leading up to the adoption of the Declaration, which were explored in the first two lessons of this unit. Students then review political ideas and events from the previous unit as a way to access prior knowledge important to an understanding of the Declaration of Independence. Working in small groups, they write their own Declarations and then analyze the actual declaration. The lesson ends with a discussion of the influence and significance of the Declaration of Independence. As an optional assessment students design a poster, using traditional paper pencil or web 2.0 tools like Wordle (wordle.com) or Glogster (glogster.com), which celebrates the Declaration of Independence.

Content Expectations
5 – U3.1.5: Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.7: Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:
W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Key Concepts
authority
Declaration of Independence
government by consent
unalienable rights

Instructional Resources
Equipment/Manipulative
Overhead projector or document camera/projector

Student Resource


Teacher Resource

Lesson Sequence
1. As method of reviewing the important events of the previous two lessons, give each student a copy of “Timeline Cards” and “Review of Events Timeline,” located in the Supplemental Materials (Unit 6, Lesson 3). Explain that students should cut out the cards and place them in the correct sequence on the Timeline. Note that a completed timeline showing the correct chronological order has also been included in the Supplemental Materials (Unit 6, Lesson 3).

2. Explain that in this lesson, students will be examining the Declaration of Independence in depth. Ask students where they think Thomas Jefferson got his ideas for this document. Discuss student responses. Guide students to the idea that Jefferson used the ideas of people like John Locke regarding natural rights such as the right to life, liberty, and property. He also used ideas written down in previous documents like the resolution, passed at the Stamp Act Congress and the Virginia Resolutions.

3. Using Word Cards #8 - #17 and the list of “Important Ideas of the Declaration,” located in the Supplemental Materials (Unit 6, Lesson 3), discuss the foundational ideas important in the Declaration of Independence.

4. Divide students into small groups of four and explain that groups will be working together to write a Declaration of Independence based on the same organizational structure of the real Declaration. Provide each group a copy of the “Planning Your Declaration of Independence” project sheet located in the Supplemental Materials (Unit 6, Lesson 3), and display a copy of the sheet. Using Word Card #18, explain the four main parts of the Declaration as described on the sheet. Give students time to draft their declarations. If needed, give each group a copy of the “Important Ideas” used in Step 3, copies of Word Cards #8-#17, and the “Timeline of Events Leading to the Revolution,” located in the Supplemental Materials (Unit 6, Lesson 3), to use as reference materials. Students could also use their textbooks.
5. Provide students time to finish their planning sheet and drafts. Then, have students prepare their declarations to read out loud in front of the class. When groups are ready have each group present their declaration. Compare and contrast the declarations of the various groups.

6. Display “The Preamble”, located in the Supplemental Materials, (Unit 6, Lesson 3), and explain that this is the actual introduction to the Declaration of Independence. Read the text out loud to the class and highlight familiar words and phrases. Pause to discuss the meaning of the phrases in the Preamble. Use Word Card #19, to explain the term ‘unalienable rights’. Then, have students summarize the meaning of the preamble in their own words in the social studies journals. Note that a copy of the complete Declaration of Independence has been included in the Supplemental Materials (Unit 6, Lesson 3), for reference.

7. Display the “Ideas about Government” located in the Supplemental Materials (Unit 6, Lesson 3). Explain that this is the second part of the Declaration. Using a highlighter, mark important political ideas described in this section. These include equality, unalienable rights, consent of the governed, right of the people to alter or abolish a government, etc. Discuss with students the ideas and how the colonists used them to support their claim for independence.

8. Provide each student a copy of the two-page “Analyzing Grievances” sheet located in the Supplemental Materials (Unit 6, Lesson 3). Review the two sheets with students. Note that the first sheet lists grievances from the third part of the Declaration, while the second sheet is the student activity. Provide students time to complete the activity. Collect the second sheet which can be used as an assessment and then discuss the grievances. Note that a sheet showing sample answers has also been included in the Supplemental Materials (Unit 6, Lesson 3).

9. Display “Declaring Independence, Overhead #5,” located in the Supplemental Materials (Unit 6, Lesson 3), and explain that this is the final part of the Declaration of Independence. Discuss the various parts of this section which include the statement of independence, as well as a list of things the new country can do such as levy war, establish trade, etc.

10. Display the following question and ask students to answer it in their journals: “Why is the Declaration of Independence such an important document?” Give students time to write and then have them share ideas with a partner.

11. As a final option, read students the book “The Journey of the One and Only Declaration of Independence” by Judith St. George. This book is loaded with interesting facts and information about the Declaration of Independence, including secret locations where it was hidden during wartime.

Assessment
The group Declarations project from Steps 4 and 5, and the grievance activity from Step 8, can be used as informal assessments. Additionally, students could create a poster using traditional methods or if available, web 2.0 technologies like wordle or glogster. The poster should celebrate the Declaration of Independence. The poster should include:

1. Three important ideas included in the Declaration
2. Three facts about the Declaration
3. Three reasons it is important.
### Big Ideas Card

#### Big Ideas of Lesson 3, Unit 6

- The Declaration of Independence is one of the most important documents in American History.

- The Declaration included ideas colonial leaders had about government. For example, Thomas Jefferson used ideas about natural rights such as life and liberty.

- He also used ideas that had been written down in previous documents, such as the resolution of the Stamp Act Congress.

- The Declaration included a list of grievances against the King and Parliament.

- Important ideas included equality, unalienable rights, and consent of the governed.
Word Cards

Word Cards from previous lessons needed for this lesson:

- Revolution – Word Card #1 from Lesson 1
- Independence – Word Card #3 from Lesson 1
- Declaration of Independence – Word Card #7 from Lesson 2

8
natural rights

individual rights the Founders thought all people should have in any society

*Example:* Three important natural rights were life, liberty and property.

(SS050603)

9
power

the ability to control or influence others

*Example:* A principal has the power to control many things in a school.

(SS050603)

10
authority

the right to use power or to influence or control others

*Example:* A principal has authority to use power in a school.

(SS050603)

11
representative government

a form of democracy where people choose representatives to make decisions for them

*Example:* The House of Burgesses was an example of representative government.

(SS050603)
<table>
<thead>
<tr>
<th>12</th>
<th>limited government</th>
</tr>
</thead>
<tbody>
<tr>
<td>the government can only do what the people have given it the power to do</td>
<td></td>
</tr>
</tbody>
</table>

*Example:* Limited government means the government can’t just do whatever it wants. 
(SS050603)

<table>
<thead>
<tr>
<th>13</th>
<th>government by consent</th>
</tr>
</thead>
<tbody>
<tr>
<td>people have to agree to be governed</td>
<td></td>
</tr>
</tbody>
</table>

*Example:* Britain did not have the consent of the governed when it taxed the colonists.  
(SS050603)

<table>
<thead>
<tr>
<th>14</th>
<th>right to petition</th>
</tr>
</thead>
<tbody>
<tr>
<td>the right to issue a written request or complaint to an authority</td>
<td></td>
</tr>
</tbody>
</table>

*Example:* Colonists felt they had the right to petition the King about their grievances.  
(SS050603)

<table>
<thead>
<tr>
<th>15</th>
<th>freedom of assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>the right to meet with others</td>
<td></td>
</tr>
</tbody>
</table>

*Example:* She exercised freedom of assembly when she held a meeting in her home to discuss problems with the new mayor.  
(SS050603)

<table>
<thead>
<tr>
<th>16</th>
<th>popular sovereignty</th>
</tr>
</thead>
<tbody>
<tr>
<td>the power and authority of the government comes from the people</td>
<td></td>
</tr>
</tbody>
</table>

*Example:* Popular sovereignty is an important core democratic value.  
(SS050603)

<table>
<thead>
<tr>
<th>17</th>
<th>equality</th>
</tr>
</thead>
<tbody>
<tr>
<td>equal treatment and equal protection</td>
<td></td>
</tr>
</tbody>
</table>

*Example:* The core democratic value of equality is found in the Declaration of Independence.  
(SS050603)
<table>
<thead>
<tr>
<th><strong>18 grievances</strong></th>
<th><strong>19 unalienable rights</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>complaints</td>
<td>rights that cannot be taken away</td>
</tr>
</tbody>
</table>

*Example:* The colonists had many grievances against Britain including Britain’s taxing of the colonists.

*Example:* Life, liberty, and the pursuit of happiness are unalienable rights according to the Declaration of Independence.
### Review of Events – Timeline Pieces

- **Cannons are moved from Fort Ticonderoga to Boston.** The British decide to leave Boston.
- **On July 4, 1776,** the Declaration of Independence is adopted and printed.
- **The Congress appoints a committee to draft a statement declaring independence.**
- **Congress sends the Olive Branch petition to the King but he refuses to read it.**
- **The Second Continental Congress meets.** An army is formed with Washington as its leader.
- **Thomas Paine writes Common Sense encouraging the Colonies to declare independence.**
- **The Battle of Bunker Hill is fought.**
- **The King declares the Colonies to be in a state of rebellion and closes them to all trade.**
Review of Events – Timeline

- [Blank]
- [Blank]
- [Blank]
- [Blank]
- [Blank]
- [Blank]
- [Blank]
- [Blank]
- [Blank]
Review of Events – Correct Order

The Second Continental Congress meets. An army is formed with Washington as its leader.

The Battle of Bunker Hill is fought.

Congress sends the Olive Branch petition to the King but he refuses to read it.

The King declares the Colonies to be in a state of rebellion and closes them to all trade.

Cannons are moved from Fort Ticonderoga to Boston. The British decide to leave Boston.

Thomas Paine writes Common Sense encouraging the Colonies to declare independence.

The Congress appoints a committee to draft a statement declaring independence.

On July 4, 1776 the Declaration of Independence is adopted and printed.
Important Ideas in the Declaration of Independence

**Natural Rights**
- Life
- Liberty
- Property

**Political Ideas**
- Power and Authority
- Self-government
- Representative Government
- Limited Government
- Government by consent
- The right to petition and assembly
- “No taxation without representation”

**Core Democratic Values**
- Popular Sovereignty
- Equality
- The Common Good
Planning Your Declaration of Independence

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preamble (introduction)</strong></td>
<td>Explain why a Declaration is needed:</td>
</tr>
<tr>
<td><strong>Statement of Rights:</strong></td>
<td>Describe your ideas about government</td>
</tr>
<tr>
<td><strong>A List of Grievances:</strong></td>
<td>Explain your complaints against the King and Parliament.</td>
</tr>
<tr>
<td><strong>Declare your Independence:</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Timeline of Events Leading to the Revolution

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proclamation of 1763</strong></td>
<td>1763</td>
<td>- The British government set a western boundary for the colonies</td>
</tr>
<tr>
<td><strong>Sugar Act</strong></td>
<td>1764</td>
<td>- Placed a tax on sugar and other things not from Britain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Created a way for Britain to control colonial trade.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- British sent tax collectors to the colonies from Britain.</td>
</tr>
<tr>
<td><strong>Quartering Act</strong></td>
<td>1765</td>
<td>- Colonists had to give supplies and shelter to British soldiers</td>
</tr>
<tr>
<td><strong>Stamp Act</strong></td>
<td>1765</td>
<td>- A tax was placed on many items such as printed paper goods made in the colonies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A stamp was placed on the item when a tax paid</td>
</tr>
<tr>
<td><strong>Townshend Acts</strong></td>
<td>1767</td>
<td>- British placed a tax on things like glass and paint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Writs of Assistance were issued that allowed the British to search for smuggling without evidence</td>
</tr>
<tr>
<td><strong>Boston Massacre</strong></td>
<td>1770</td>
<td>- British fired on colonists and five colonists were killed</td>
</tr>
<tr>
<td><strong>Committees of Correspondence</strong></td>
<td>1772</td>
<td>- Samuel Adams called for a Boston town meeting to create a committee of correspondence to communicate Boston’s position on issues to the other colonies</td>
</tr>
<tr>
<td><strong>Tea Act</strong></td>
<td>1773</td>
<td>- Allowed one company to sell tea at a lower price. This hurt colonial merchants.</td>
</tr>
<tr>
<td><strong>Boston Tea Party</strong></td>
<td>1773</td>
<td>- Colonists tossed tea into Boston Harbor as a protest of the Tea Act</td>
</tr>
<tr>
<td><strong>Intolerable Acts</strong></td>
<td>1774</td>
<td>- The British passed four new laws as punishment for the Boston Tea Party</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The British closed Boston Harbor until colonists paid for the money lost when the tea was dumped in the harbor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- They also passed a Quartering Act</td>
</tr>
<tr>
<td><strong>First Continental Congress</strong></td>
<td>1774</td>
<td>- Representatives from all colonies except Georgia met in Philadelphia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- They wrote Declaration of Rights and planned a boycott of British goods</td>
</tr>
<tr>
<td><strong>Battles of Lexington and Concord</strong></td>
<td>1775</td>
<td>- The colonists stored gunpowder at Concord, Massachusetts and the British decided to get it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- British and colonial soldiers met at Lexington for a battle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Another battle occurred at Concord.</td>
</tr>
</tbody>
</table>
The Preamble to the *Declaration of Independence*

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.
Ideas about Government

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.
Analyzing Some of the Grievances

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.</td>
</tr>
<tr>
<td>2.</td>
<td>He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance.</td>
</tr>
<tr>
<td>3.</td>
<td>He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.</td>
</tr>
<tr>
<td>4.</td>
<td>For quartering large bodies of armed troops among us</td>
</tr>
<tr>
<td>5.</td>
<td>For cutting off our Trade with all parts of the world</td>
</tr>
<tr>
<td>6.</td>
<td>For imposing Taxes on us without our Consent</td>
</tr>
<tr>
<td>7.</td>
<td>For depriving us in many cases, of the benefit of Trial by Jury</td>
</tr>
<tr>
<td>8.</td>
<td>For taking away our Charters, abolishing our most valuable Laws and altering fundamentally the Forms of our Governments</td>
</tr>
<tr>
<td>9.</td>
<td>For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.</td>
</tr>
<tr>
<td>10.</td>
<td>He has abdicated Government here, by declaring us out of his Protection and waging War against us.</td>
</tr>
<tr>
<td>11.</td>
<td>He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.</td>
</tr>
<tr>
<td>12.</td>
<td>He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation, and tyranny, already begun with circumstances of Cruelty &amp; Perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.</td>
</tr>
</tbody>
</table>
Analyzing the Grievances

**Directions:** Describe in your own words five complaints of the colonists.

---

**Directions:** Choose 3 of the complaints from the list and identify them by number. Then, describe a specific event connected to the complaint. An example has been listed for you.

<table>
<thead>
<tr>
<th>Number</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The Battle of Bunker Hill</td>
</tr>
</tbody>
</table>
Analyzing the Grievances
Sample Answers

**Directions:** Describe in your own words five complaints of the colonists.

<table>
<thead>
<tr>
<th>The King had closed down the colonial legislatures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The King had burned towns and killed people.</td>
</tr>
<tr>
<td>The King had made colonists give food and shelter to British soldiers.</td>
</tr>
<tr>
<td>The King had sent officials to the colonies who gave colonists a hard time.</td>
</tr>
<tr>
<td>The King had deprived colonists of a jury trial.</td>
</tr>
</tbody>
</table>

**Directions:** Choose 3 of the complaints from the list and identify them by number. Then, describe a specific event connected to the complaint. An example has been listed for you.

<table>
<thead>
<tr>
<th>Number</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The Battle of Bunker Hill</td>
</tr>
<tr>
<td>1</td>
<td>The dissolving of the House of Burgesses</td>
</tr>
<tr>
<td>6</td>
<td>The Stamp Act</td>
</tr>
<tr>
<td>11</td>
<td>The Boston Massacre</td>
</tr>
</tbody>
</table>
Declaring Independence

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 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 to 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.
IN CONGRESS, 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 shewn 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 refuted 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 measure.

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 invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations 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 benefit of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

For abolishing the free System of English Laws in a neighbouring 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, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation, and tyranny, already begun with circumstances of Cruelty & 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 insurrections amongst us, and has endeavoured 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 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 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 to 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.

— John Hancock

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
Lesson 4: Comparing Armies

Big Ideas of the Lesson

- Advantages of the British army included their wealth, their experienced army, and their excellent navy.
- Advantages of the American, or Continental, army included having George Washington as the leader, help from countries like France, and the fact that Americans were fighting for freedom on their own land.
- Disadvantages of the British included having to fight far from Britain, having to fight over a large area, and having to adjust to new ways of fighting.
- Disadvantages of the Americans included inexperienced soldiers, lack of supplies, and a small navy.

Lesson Abstract:
In this lesson, students look at advantages and disadvantages facing both the Americans and British during the American Revolutionary War. They begin by using prior knowledge to make predictions. Next, they explore the role of George Washington as Commander-in-Chief and his impact on the Revolutionary War. Finally, they explore how military leadership, geography, types of resources, incentives, and other factors influenced the two sides in the conflict.

Content Expectations

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.2.1: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

Rl.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Key Concepts
military advantages and disadvantages
revolution

Instructional Resources
Equipment/Manipulative
Overhead projector or document camera/projector
Lesson Sequence

1. Briefly lead a class discussion comparing and contrasting Britain and the newly formed United States just after the Declaration of Independence. Your discussion should revolve around the following information:
   - Britain was one of the most powerful countries in the world. It had a well-established government and a lot of resources.
   - The new country of the United States was a loose group of former colonies who often disagreed. It had no real government.

2. Using Word Cards #20 and #21, explain that the British and the Americans both had advantages and disadvantages as they began to battle each other during the Revolutionary War. Place students in pairs and give each pair a copy of “Predictions,” located in the Supplemental Materials (Unit 6, Lesson 4). Display a copy of the sheet and explain that students should use their prior knowledge to describe examples of advantages and disadvantages each side had. Provide the pairs time to work and then have them share their ideas in the large group. Note that if you are tight on time skip the pair activity in favor of the activity with the entire group. Note that a sheet showing sample answers has been included in the Supplemental Materials (Unit 6, Lesson 4) for reference.

3. Briefly review the decision by the Continental Congress to form an army and place George Washington as commander-in-chief. Explain that the group of soldiers he met in Boston had never really fought as an army before. Most were very inexperienced. Washington quickly instituted rules and training for them. Explain that George Washington turned out to be one of the greatest advantages the Continental Army had.

4. Provide each student with a copy the chart, “George Washington” located in the Supplemental Materials (Unit 6, Lesson 4). After reviewing the directions on the handout, provide time for students to find information about George Washington in their textbooks and summarize it on the charts. Note that common text features included in textbook with references to Washington include portraits, objects owned by him, etc.
5. Have students share their results of the work from Step 4 in small groups of three students each. Encourage students to add information to their charts based on what other group members found.

6. As a way of adding to students’ information about George Washington, read one or more of the following books to them. Note that because these books are quite different in approach, this activity makes a very good one for a language arts activity on comparing texts.
   - *George Washington’s Teeth* by Deborah Chandra: A humorous story of Washington told in verse, presents a very clever approach to history as well as including lots of historical information.
   - *George Washington’s Breakfast* by Jean Fritz: An engaging book about a little boy who shares Washington’s name and knows many facts about him. He decides he wants to learn more and a learning adventure begins. Good not only for Washington information but also discusses different ways to search for information and includes lots of fun facts.

9. As an optional home project, have students create one of the following summarizing what they have learned about George Washington: a resume, a poster, a mobile, or a PowerPoint presentation.

10. Display the two charts “Comparing the British and Americans”, located in the *Supplemental Materials (Unit 6, Lesson 4)*. Lead a class discussion of the disadvantages and advantages of each side based on the information, as well as what may be found in students’ textbooks. Guide students in categorizing various characteristics on the chart. Examples include:
   - **Geography**: the distance between Britain and North America which affected transportation and communication, the vast territory the fighting took place in, Americans knowledge of the geography, the varied landscape which included swamps and forests, etc.
   - **Economics**: the lack of money for the Continental Army, British wealth, etc.
   - **Supplies**: the lack of American supplies, the difficulty in getting supplies to British troops from Britain, etc.
   - **Military**: the British navy, the inexperience of American soldiers, etc.

11. Display the following question:
   “Based on the disadvantages and advantages we just discussed, which side do you think **should** have won the Revolutionary War? Why? (include at least two reasons why).”

   Provide students time to write. Then, take a quick vote as you how many students chose the British and how many chose the Americans. Give each side a chance to share their reasons.

12. Explain to the class that there were other factors that influenced the outcome of the Revolutionary War besides those discussed so far. One important factor had to do with attitudes towards the war and how American soldiers and British soldiers viewed the war.
each student a copy of the “Perspectives and Perspectives Chart”, located in the Supplemental Materials (Unit 6, Lesson 4). Explain that students should read the perspectives of the four different soldiers and summarize their feelings and attitudes on the chart. Give students time to complete the activity and then lead a discussion based on how these different perspectives may have affected each side. Note that a chart showing sample answers has also been included in the Supplemental Materials (Unit 6, Lesson 4) for reference.

Assessment
An assessment has been included in the Supplemental Materials (Unit 6, Lesson 4), in which students describe advantages and disadvantages of the Americans and the British during the American Revolution. Note that the lesson graphic organizer can be used to evaluate student’s responses.
<table>
<thead>
<tr>
<th>Americans</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Military</strong></td>
<td></td>
</tr>
<tr>
<td>Disadvantage: Inexperienced at first</td>
<td>Disadvantage: Hard time adjusting to different ways of fighting</td>
</tr>
<tr>
<td>Advantage: Good marksmen</td>
<td>Advantage: Experienced and well-trained</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
</tr>
<tr>
<td>Disadvantage: Fighting took place over a large territory</td>
<td>Disadvantage: Fighting in a large territory they did not know</td>
</tr>
<tr>
<td>Advantage: Fighting on their own land so they knew the swamps, etc.</td>
<td>Advantage: When battles took place at sea they had the naval advantage</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td></td>
</tr>
<tr>
<td>Disadvantage: A shortage of food and other supplies</td>
<td>Disadvantage: Supplies had to come all the way from Britain</td>
</tr>
<tr>
<td>Advantage: Countries like France helped with supplies</td>
<td>Advantage: Britain had money for supplies</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>Disadvantage: Had to train a group of new officers</td>
<td>Disadvantage: Difficulty in getting information from leaders in Britain</td>
</tr>
<tr>
<td>Advantage: George Washington</td>
<td>Advantage: Came with many trained officers</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>Disadvantage: States often did not contribute money for the war</td>
<td>Disadvantage: Soldiers were fighting far from home</td>
</tr>
<tr>
<td>Advantage: Got help from soldiers from other countries like France</td>
<td>Advantage: Hired mercenaries to help them</td>
</tr>
</tbody>
</table>
## Big Ideas Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 4, Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Advantages of the British army included their wealth, their experienced army, and their excellent navy.</td>
</tr>
<tr>
<td>• Advantages of the American, or Continental, army included having George Washington as the leader, help from countries like France, and the fact that Americans were fighting for freedom on their own land.</td>
</tr>
<tr>
<td>• Disadvantages of the British included having to fight far from Britain, having to fight over a large area, and having to adjust to new ways of fighting.</td>
</tr>
<tr>
<td>• Disadvantages of the Americans included inexperienced soldiers, lack of supplies, and a small navy.</td>
</tr>
</tbody>
</table>
Word Cards

Word Cards from previous lessons needed for this lesson:

- Revolution – Word Card #1 from Lesson 1
- Independence – Word Card #3 from Lesson 1

20 advantage

a positive and helpful factor

Example: One advantage of the Continental Army was that it had George Washington as its leader.

(SS050604)

21 disadvantage

a negative factor that causes problems

Example: One disadvantage of the Continental army was that it often lacked supplies.

(SS050604)
## Predictions

<table>
<thead>
<tr>
<th></th>
<th>BRITISH</th>
<th>AMERICANS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANTAGES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DISADVANTAGES</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Predictions – Sample Answers

<table>
<thead>
<tr>
<th></th>
<th>BRITISH</th>
<th>AMERICANS</th>
</tr>
</thead>
</table>
| **ADVANTAGES** | • Powerful army  
|         | • Big navy                                                              | • Fighting for freedom  
|         | • Wanted to win colonies back                                            | • Fighting in their own land                                  |
|         | • Knew how to fight                                                     |                                                                |
|         | • Had money                                                             |                                                                |
| **DISADVANTAGES** | • Didn’t know the land  
|         | • Far away from Britain                                                 | • Colonies argued over things                                 |
|         |                                                                        | • No real army in the beginning                                 |
|         |                                                                        | • Didn’t have supplies like gunpowder                          |
## George Washington

**Directions:** Find information in your textbook about George Washington. Summarize it on the chart below.

<table>
<thead>
<tr>
<th>Things he did before the American Revolution</th>
<th>Things he did during the Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List any graphic features your text had relating to George Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Comparing the British and the Americans: Disadvantages

<table>
<thead>
<tr>
<th>BRITISH</th>
<th>AMERICANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Used to fighting in a formal way in straight lines</td>
<td>- Citizen soldiers</td>
</tr>
<tr>
<td>- Had problems adjusting to new methods of fighting like winter battles</td>
<td>- Inexperienced officers</td>
</tr>
<tr>
<td>- No central city, or capital, to attack</td>
<td>- Untrained soldiers</td>
</tr>
<tr>
<td>- Fighting over a large area they did not know</td>
<td>- Few cannons and other artillery</td>
</tr>
<tr>
<td>- They were unfamiliar with the swamps and forests</td>
<td>- Supplies often low including shoes, clothes, and gunpowder</td>
</tr>
<tr>
<td>- Often underestimated the Continental soldiers</td>
<td>- Little money</td>
</tr>
<tr>
<td>- The distance of over 3000 miles across the Atlantic caused transportation and communication problems</td>
<td>- Dependent on states for funds</td>
</tr>
<tr>
<td></td>
<td>- States often did not send supplies</td>
</tr>
<tr>
<td></td>
<td>- Not much of a navy</td>
</tr>
<tr>
<td></td>
<td>- Far fewer soldiers in the beginning</td>
</tr>
<tr>
<td></td>
<td>- Soldiers sometimes went home at harvest time</td>
</tr>
<tr>
<td></td>
<td>- Soldiers only enlisted for about a year at a time</td>
</tr>
</tbody>
</table>
Comparing the British and the Americans: *Advantages*

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>BRITISH</th>
<th>AMERICANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More wealth</td>
<td>Good wilderness fighters</td>
</tr>
<tr>
<td></td>
<td>Strong, experienced army</td>
<td>Good marksmen who owned their own guns</td>
</tr>
<tr>
<td></td>
<td>Well-established government</td>
<td>Fighting on their own land</td>
</tr>
<tr>
<td></td>
<td>Had defeated France and Spain recently</td>
<td>George Washington was a great leader</td>
</tr>
<tr>
<td></td>
<td>Best navy in the world</td>
<td>Help from other countries</td>
</tr>
<tr>
<td></td>
<td>Had many more soldiers in the beginning including 50,000 British soldiers,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30,000 Hessian mercenaries, and 30,000 loyalist troops</td>
<td></td>
</tr>
</tbody>
</table>
## Perspectives

<table>
<thead>
<tr>
<th>American Soldier #1</th>
<th>American Soldier #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a farmer who has become a soldier. I am fighting to defend my home and my land. I cannot allow the British to take over these from me. I feel the same about every other American and their land.</td>
<td>I have been a member of the Sons of Liberty for many years. I am fighting for my freedom and the freedom of my country. I intend to defend it against the British. We are a free country now.</td>
</tr>
<tr>
<td>British Soldier #1</td>
<td>British Soldier #2</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>I am far from home and not sure what I am fighting for here. In one way, I am fighting against my own people. I have cousins here who I may have to fight against.</td>
<td>There is no way this raggedy army will win against us. We are more experienced and better trained. They often are without shoes and gunpowder. We will defeat them very quickly.</td>
</tr>
</tbody>
</table>

**Perspectives Chart**

<table>
<thead>
<tr>
<th>American Soldier #1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Soldier #2</td>
<td></td>
</tr>
<tr>
<td>British Soldier #1</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>British Soldier #2</td>
<td></td>
</tr>
</tbody>
</table>
## Perspectives – Sample Answers

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Soldier #1</strong></td>
<td><em>This soldier feels he is fighting to defend his own home and land. He will fight hard to do this.</em></td>
</tr>
<tr>
<td><strong>American Soldier #2</strong></td>
<td><em>This soldier is fighting for freedom. He has been involved in the struggle for Independence. He is fighting for his country which is free now.</em></td>
</tr>
<tr>
<td><strong>British Soldier #1</strong></td>
<td><em>This soldier is not sure what he is fighting for. He is feeling far from home. He is worried that he may have to fight against a relative.</em></td>
</tr>
<tr>
<td>British Soldier #2</td>
<td>This soldier is over-confident. He is making fun of the American soldiers. He thinks the British will win easily and quickly.</td>
</tr>
</tbody>
</table>
**Assessment**

**Directions:** Think about the following factors as well as other things you learned in this lesson. Then, list 2 advantages and 2 disadvantages for the Americans and the British.

<table>
<thead>
<tr>
<th>MILITARY</th>
<th>GEOGRAPHY</th>
<th>SUPPLIES</th>
<th>MONEY</th>
<th>LEADERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AMERICANS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BRITISH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5: Perspectives on the Revolution

Big Ideas of the Lesson

- Different people living in the colonies had different points of view about the American Revolution.
- Loyalists felt the colonies should not have declared independence. Many fought with the British and many moved to places like Canada.
- Some enslaved African Americans fought with the British hoping to gain freedom. Others including many free African Americans fought with the Continental Army.
- Native Americans were divided in their loyalty. Some like the Iroquois fought with the British. Others helped the Americans. Still others remained neutral.

Lesson Abstract:
In this lesson, students explore different people and perspectives during the American Revolution. They begin by reviewing the concepts of historical empathy and historical perspective by completing an activity on George Washington. Next, they listen to the book, *Samuel’s Choice*, and explore different perspectives of African Americans regarding the Revolutionary War. They extend their thinking by making predictions about the actions and perspectives of other groups during the conflict including women, Native Americans, people in the frontier, and loyalists. As a final activity they create a fictional person and write a diary entry describing their perspectives on the Revolutionary War.

Content Expectations
5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.2.3: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Key Concepts
historical empathy
historical perspective
revolution

Instructional Resources
Equipment/Manipulative
Overhead projector or document camera/projector

Student Resource


Teacher Resource


Lesson Sequence
1. Review the "questions of history" which were introduced in Unit 2, Lesson 1, and included the following:
   - What happened?
   - Who was involved?
   - When did it happen?
   - How and why did it happen?

2. Explain that students will be exploring answers to the question: Who was involved? Share and discuss the following information regarding this question, which was introduced in Unit 2, Lesson 1.
   - Since history is the story of the past, people are a very important part of history.
   - Historians gather evidence about people of the past.
   - As they gather evidence, historians try to understand the feelings and actions of the people. This kind of understanding is called “historical empathy.” (Word Card #22)
   - Historians also try to understand the point of view of people in the past. Historians call this “historical perspective.” (Word Card #23)
   - People’s point of view can be shaped by their age, their occupation, where they are living, their cultural background, etc.

3. Note that as background information for this lesson or as a possible resource for students you may wish to visit the following website which includes information on various groups of people and their perspectives on the Revolution:
   <http://www.nps.gov/revwar/about_the_revolution/those_fought.html>. 
4. Divide students into small groups of three or four and provide each group a copy of the “George Washington Group Activity Sheet” located in the Supplemental Materials (Unit 6, Lesson 5). Explain that groups should use what they have learned about George Washington in previous lessons to fill in the chart which relates to Washington’s feelings about the Revolution, his actions, and his point of view. Allow groups time to work together and then have them share their ideas with the whole class. Note that a chart showing sample answers has also been included for use as reference.

5. Briefly review the information on George Washington included in Lesson 1 of this unit including Congress’ choice of Washington as Commander-in-Chief and his role in the taking of Boston from the British. Explain that by spring of 1776, Washington and his army had moved south from Massachusetts to New York. In the summer of 1776, Washington and his troops had been forced to retreat from Brooklyn, New York as the British approached. The British had decided to place 30,000 soldiers and 13,000 sailors at the port of New York where many loyalists were concentrated.

6. Introduce the book, Samuel’s Choice, which covers this retreat. Share the following information about the book:
   - The book is about an enslaved African named Samuel Abraham who is owned by a loyalist.
   - He has to make the difficult choice of whether or not to help the Continental Army.
   - He decides to do so and uses his boat to carry Continental soldiers to safety.

7. Read the book to students and discuss the feelings, actions, and perspectives of Samuel as well as other characters in the book, including his loyalist owner. Note that the book is useful in presenting several different perspectives on the Revolution.

8. Provide each student with a copy of the chart, “Samuel’s Choice,” located in the Supplemental Materials, (Unit 6, Lesson 5). Explain that students should fill in the chart regarding Samuel’s feelings, actions, and point of view in the same way they worked in the small groups to fill in the chart on George Washington. Note that a chart showing sample answers has also been included for use as reference.

9. Remind students that, as the book showed, there were many different perspectives on the American Revolution. Place students in pairs and give each pair a copy of the chart, “Making Predictions” located in the Supplemental Materials (Unit 6, Lesson 5). Display the chart and explain that students should think about the various people included on the chart such as a patriot woman and a Native American. Have students think about how their feelings and possible actions might have differed. Working with a partner, students should then fill in the chart. Give pairs time to work and then have pairs join another pair to share ideas. Following this four-person sharing, have students share their predictions with the whole class. List some of the predictions on the board or overhead transparency.
10. Review what students learned from *Samuel’s Choice* regarding the difficult decision many African Americans had to make regarding the American Revolution. Then, share the following information with students:

- Free African Americans in New England tended to join the patriot cause. They fought in local militia and were part of early battles including Lexington, Concord, and Bunker Hill.
- Enslaved Africans in the south often joined British forces hoping to gain freedom.
- About 5000 blacks fought for the Continental Army. Thousands joined the British side but only about 1000 served as soldiers. Others served as cooks, laborers, etc.
- The British launched a campaign encouraging enslaved Africans to flee and join them.
- As early as 1775, the royal governor of Virginia promised freedom to enslaved Africans if they ran away from their owners and helped the British.
- Early in the war, Congress and General Washington would not allow the enlistment of African Americans in the Continental Army. This changed over time. In January of 1776, Washington allowed the enlistment of blacks with “prior military experience”. By January of 1777, this was extended to all free blacks.

11. Have students engage in a “quick write” about loyalists. After a few minutes, have students share their writings with a partner and then with the entire class. Through the discussion, review what has been learned in previous lessons regarding the loyalists. This is a good time to review the book *Katie’s Trunk* from Unit 5. Discuss the perspective of loyalists during the Revolution by sharing the following information:

- Loyalists were subject to the confiscation of property and sometimes threatened and even attacked. In *Samuel’s Choice*, his owner loses his land.
- Many loyalists ended up serving in the British army.
- The highest numbers of loyalists were in New York City and Long Island. The British, from 1776 to 1783, controlled this area. As a result many loyalist families fled to that area.
- By the end of the Revolution, about 70,000 loyalists, including 8000 black loyalists left the thirteen states with the majority going to Canada.

12. Ask students to look again at their Prediction Charts and class list of predictions from Step 8. Discuss what various students predicted regarding Native American feelings and actions during the Revolution. Guide students to the idea that Native Americans were divided in their loyalty. Depending on local conditions they often joined the side they thought would favor their interests. Some, like the Iroquois, fought for the British. Others aided the Americans. Using Word Card #24, explain that some Native American groups remained neutral.

13. At this point in the lesson, have students do a textbook search regarding people from the Revolutionary Era. Provide each student a copy of “Textbook Search” located in the *Supplemental Materials, (Unit 6, Lesson 5).* Instruct students to record information they find about people on this chart. Note that a chart showing sample answers has also been included in the *Supplemental Materials (Unit 6, Lesson 5)* for reference.
14. Using the “Textbook Search” charts for reference, ask students to help construct a list of women from the Revolutionary period identified in their textbooks. Discuss the various roles they played by reading textbook sections and sharing the following:
   - Women ran farms and businesses when their husbands joined the army.
   - Many women followed their husbands from battle to battle. They cooked food, sewed, washed clothes, etc.
   - Some women even fought in battles. Deborah Sampson, for example, dressed as a man so she could fight with the Continental Army.
   - Some women worked as spies.

15. Remind students that there were settlers living in frontier regions west of the populated areas of the new country. Ask students to predict how these people may have felt about the Revolution. Guide students to understand that in the beginning many of these frontier people remained neutral. They tended to want to be free of any government. As the war continued, many began to favor the patriot side.

16. As a culminating activity, have students choose one of the perspectives listed on the Prediction Chart and write a diary entry for that perspective. The entry should reflect the feelings of a person with that perspective regarding the Revolution and describe an action or actions they may have taken as a result of their feelings. Note that a “Writing Plan” to be used as a pre-writing activity has been included in the Supplemental Materials (Unit 6, Lesson 5).

Assessment
The charts from Samuel’s Choice, the Predictions, and the culminating activity can all be used for assessment. As a more formal assessment, have students choose two perspectives of people during the American Revolution, explain how they might have viewed the American Revolution, and analyze their interests and values with respect to the Revolutionary War.
Graphic Organizer

Historical Empathy

Exploring Feelings and Actions

People and the Revolution

Historical Perspective

Exploring Points of View

- Women
- Enslaved African-Americans
- Free African Americans
- American Indians
- Loyalists
- Patriots
- People living in the Frontier
- Quakers
Big Ideas Card

**Big Ideas of Lesson 5, Unit 6**

- Different people living in the colonies had different points of view about the American Revolution.

- Loyalists felt the colonies should not have declared independence. Many fought with the British and many moved to places like Canada.

- Some enslaved African Americans fought with the British hoping to gain freedom. Others including many free African Americans fought with the Continental Army.

- Native Americans were divided in their loyalty. Some like the Iroquois fought with the British. Others helped the Americans. Still others remained neutral.
Word Cards

Word Cards from previous lessons needed for this lesson:

- Revolution – Word Card #1 from Lesson 1

<table>
<thead>
<tr>
<th>Word Card</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>historical empathy</td>
<td>trying to understand the actions and thoughts of people in the past</td>
</tr>
<tr>
<td>23</td>
<td>historical perspective</td>
<td>trying to understand the point of view of people in the past</td>
</tr>
<tr>
<td>24</td>
<td>neutral</td>
<td>not taking either one side or another</td>
</tr>
</tbody>
</table>
### George Washington

**Group Activity**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did George Washington feel about the American Revolution?</td>
<td></td>
</tr>
<tr>
<td>What were some of George Washington’s actions relating to the American Revolution?</td>
<td></td>
</tr>
<tr>
<td>Describe one way in which his feelings and his actions were related.</td>
<td></td>
</tr>
<tr>
<td>Describe his point of view regarding the Revolution.</td>
<td></td>
</tr>
<tr>
<td>What helped shape his point of view?</td>
<td></td>
</tr>
</tbody>
</table>
**George Washington**  
Group Activity - *Sample Answers*

<table>
<thead>
<tr>
<th><strong>How did George Washington feel about the American Revolution?</strong></th>
<th><strong>George Washington felt the Revolution was a noble and just cause. He felt the Colonies needed to be independent. He felt the Continental Army could defeat Britain.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What were some of George Washington’s actions relating to the American Revolution?</strong></td>
<td><strong>Washington rallied the Continental troops and led them as Commander-in-Chief. He planned battles, communicated with the Congress, and kept going even after being defeated in several battles.</strong></td>
</tr>
<tr>
<td><strong>Describe one way in which his feelings and his actions were related.</strong></td>
<td><strong>Washington felt strongly about independence so he refused to give up even when faced with many problems such as few supplies, a powerful enemy, and many losses.</strong></td>
</tr>
<tr>
<td><strong>Describe his point of view regarding the Revolution.</strong></td>
<td><strong>Washington’s point of view was that the Continental Army could win against Britain but it would take a lot of dedication and work. His point of view was also that the Colonies were fighting for independence.</strong></td>
</tr>
<tr>
<td><strong>What helped shape his point of view?</strong></td>
<td><strong>Washington’s point of view was shaped by his military experience in the French and Indian War, his early role in the patriot struggle, and his background as a Virginia planter.</strong></td>
</tr>
</tbody>
</table>
### Samuel’s Choice

<table>
<thead>
<tr>
<th>How did Samuel feel about the American Revolution?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were some of Samuel’s actions relating to the American Revolution?</td>
</tr>
<tr>
<td>Describe one way in which his feelings and his actions were related.</td>
</tr>
<tr>
<td>Describe his point of view regarding the Revolution.</td>
</tr>
<tr>
<td>What helped shape his point of view?</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How did Samuel feel about the American Revolution?</td>
</tr>
<tr>
<td>What were some of Samuel’s actions relating to the American Revolution?</td>
</tr>
<tr>
<td>Describe one way in which his feelings and his actions were related.</td>
</tr>
<tr>
<td>Describe his point of view regarding the Revolution.</td>
</tr>
<tr>
<td>What helped shape his point of view?</td>
</tr>
</tbody>
</table>
## Making Predictions

<table>
<thead>
<tr>
<th>Person</th>
<th>Feelings about the Revolution</th>
<th>Possible Actions during the Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A patriot woman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A loyalist woman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An enslaved African in the South</td>
<td></td>
<td></td>
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<tr>
<td>A free black in New England</td>
<td></td>
<td></td>
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<tr>
<td>A Native American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A settler living in the frontier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Quaker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Making Predictions – Sample Answers

<table>
<thead>
<tr>
<th>Person</th>
<th>Feelings about the Revolution</th>
<th>Possible Actions during the Revolution</th>
</tr>
</thead>
</table>
| A patriot woman            | Felt strongly that the Americans needed to win the war                                        | • Helped to keep the farm going if her husband was a soldier  
                                |                                                                                                  | • Made blankets and other things for soldiers                                                          |
| A loyalist woman           | Felt it was wrong to break away from Britain and wanted the British to win                    | • May have tried to go to Canada or back to Britain  
                                |                                                                                                  | • May have done things to support Loyalist and British soldiers                                      |
| An enslaved African in the South | Felt undecided about the Revolution                                                           | • May have tried to escape and help either Patriots or the British                                  |
| A free black in New England | Felt the Revolution was a fight for freedom and maybe it would result for freedom for everybody | • May have joined the Continental Army                                                              |
| A Native American          | Felt undecided and pretty sure whoever won would continue to take land                        | • Tried to stay neutral  
                                |                                                                                                  | • Helped whichever side might benefit them most                                                      |
| A settler living in the frontier | Felt unconnected to the Revolution and the fight for Independence                          | • Tried to stay uninvolved and neutral                                                              |
| A Quaker                   | Felt that war was wrong and wanted things to be settled peacefully                            | • Tried to find ways to solve thing peacefully  
<pre><code>                            |                                                                                                  | • Would not fight for either side                                                                   |
</code></pre>
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Role in the Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### Textbook Search – Sample Answers

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Role in the Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thomas Hutchinson</strong></td>
<td>Loyalist</td>
<td>Governor of Massachusetts – supported the loyalist cause</td>
</tr>
<tr>
<td><strong>John Peter Muhlenberg</strong></td>
<td>Lutheran Minister</td>
<td>Became a patriot officer</td>
</tr>
<tr>
<td><strong>James Armistead</strong></td>
<td>African American</td>
<td>Became a patriot spy</td>
</tr>
<tr>
<td><strong>Sarah Bache</strong></td>
<td>Daughter of Benjamin Franklin</td>
<td>Ran the Philadelphia Association which helped the Continental Army</td>
</tr>
<tr>
<td><strong>Thayendanegea (Joseph Brant)</strong></td>
<td>Iroquois Leader</td>
<td>Helped the British</td>
</tr>
<tr>
<td><strong>Benedict Arnold</strong></td>
<td>A Continental officer</td>
<td>Continental officer who changed sides and helped the British</td>
</tr>
<tr>
<td><strong>Mercy Warren</strong></td>
<td>Author</td>
<td>A strong patriot who wrote political plays and later books about the Revolution</td>
</tr>
<tr>
<td><strong>Marquis de Lafayette</strong></td>
<td>A French officer</td>
<td>Came to America to help the Continental Army</td>
</tr>
<tr>
<td><strong>John Paul Jones</strong></td>
<td>Captain in the Continental Navy</td>
<td>Led navy battles against the British</td>
</tr>
</tbody>
</table>
Diary Entry
Writing Plan

Choose one of the following people for your diary entry. Place an X next to your choice:

_____ a patriot woman
_____ a loyalist woman
_____ an enslaved African in the South
_____ a free black person living in New England
_____ a Native American
_____ a settler on the Frontier
_____ a Quaker

Describe some of his/her feelings about the American Revolution:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Describe an action or actions he/she took during the American Revolution:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Directions: Now use these ideas to write your diary entry.
Lesson 6: The War in the North

Big Ideas of the Lesson

- George Washington and the Continental Army lost many battles at the beginning of the war. Most of these were fought in New England and the Middle Colonies.
- An important turning point in the war was the Battle of Saratoga which was won by the Americans.¹
- As a result of the American victory at Saratoga, the French sent money, supplies, and soldiers to help the fight against the British.
- After the Battle of Saratoga, Washington, and his army spent a harsh winter camped at Valley Forge.

Lesson Abstract:
In this lesson, students explore the American Revolution from the time independence was declared through the winter at Valley Forge. Students use a variety of primary source documents including paintings and diaries to develop an understanding of battles such as Trenton and Saratoga, as well as the challenges facing the Continental Army. In addition, students analyze the impact of aid from the French and assistance from various European officers.

Content Expectations

5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.2.1: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

5 – U3.2.2: Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

5 – U3.2.3: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

¹ Teacher note: The phrase “an important turning point” should be distinguished from the phrase “the important turning point”. The war lasted eight years, during which these were several points that can be considered important turning points. Saratoga is an example of one of them.
**Key Concepts**
- military advantages and disadvantages
- Patriot / Loyalist
- turning point

**Instructional Resources**

**Equipment/Manipulative**
Overhead projector or document camera/projector

**Student Resource**

**Teacher Resource**

*Crossing the Delaware.* National Archives. 29 February 2012


*From the Diary of Albigence Waldo.* Surgeon at Valley Forge, 1777. From Revolution to Reconstruction. 29 February 2012  

*Letters from Valley Forge.* American Revolution.Org. 29 February 2012  

*Maps of the Battle of Saratoga.* The American Revolution. 29 February 2012  

*The Military Journal of George Ewing.* Ewing Family History Pages. 29 February 2012  
<http://www.sandcastles.net/journal2.htm>.

*Saratoga: The Tide Turns on the Frontier.* National Park Service. Teaching with Historic Places Lesson Plans. 29 February 2012  

*The Surrender of General Burgoyne.* 29 February 2012  


*Winter at Valley Forge.* National Archives. 29 February 2012  
Lesson Sequence

1. As a way to assess prior knowledge as well as provide a “pre-reading” strategy for students, have students engage in a Word Splash. Begin by dividing students into pairs and giving each pair a copy of “Word Splash” and “Word Splash Pairs” located in the Supplemental Materials (Unit 6, Lesson 6). Explain that these are important words and phrases for this lesson. Have students work with a partner to categorize the words into pairs by finding two people or phrases that they think belong together. Have them write their pairs on the chart. Provide time for students to work and then have them share their charts in the whole class. Discuss differences and similarities between their ideas. Collect the charts. They will be used again at the end of the lesson.

2. Briefly review the early events of the American Revolution that were covered in previous lessons including the Battle of Bunker Hill, the Declaration of Independence, and Britain’s evacuation of Boston. As a group, make a quick list of advantages and disadvantages for both the American and British forces on the board.

3. Explain that following the issuance of the Declaration of Independence, things did not go very well for Washington and the Continental Army. Share the following information regarding this:
   - The Battle of Long Island took place in August of 1776. Washington had 10,000 soldiers who were mainly militia and new recruits. He faced General Howe and about 22,000 professional British soldiers. Washington’s inexperienced men broke and ran. As a result, Britain drove the Americans from Brooklyn and forced them to evacuate New York City.
   - In October of 1776, the Continental Army under Washington suffered heavy casualties in the Battle of White Plains. The army retreated westward.
   - In November of 1776, there were more victories for the British. General Howe took Fort Washington. The Continental Army was forced to move further westward toward the Delaware River with the British not far behind them.

4. Ask students the following question: “How do you think the British victories affected the Continental Army?” Discuss student responses. Possible answers include that morale would become low, that some Continental soldiers may have wanted to leave and go home, and that Washington would be desperate to win a major battle.

5. Display “Illustration #1” located in the Supplemental Materials (Unit 6, Lesson 6). Ask students to analyze the illustration carefully and then write a short description of what is happening in the illustration in their social studies journal. Give students time to write and then have them share ideas with a partner.

6. Discuss the illustration using the following questions:
   - What appears to be happening in the picture?
   - What time of year is it?
   - Who are the people in the picture?
   - Where are they going? Why?
   - Who do you think made the picture?
   - What might have been their motives?
7. Have students read the section of their textbook that describes the crossing of the Delaware River and the Battle of Trenton. Display “Illustration 1” again and discuss the illustration in light of what students have just read. Share the following information:
   - In late 1776, Washington’s troops had lost one battle after another. His soldiers were tired and supplies were short. Many did not have winter clothes or tents.
   - There was talk in the Congress of replacing Washington.
   - At this time, Washington himself was very discouraged and wrote to his brother: “I am wearied to death. I think the game is pretty near up.”
   - On December 25, 1776, Washington and his troops were camped nine miles from Trenton on the banks of the Delaware River.²
   - They crossed the icy river and then marched to Trenton in the early morning of December 26. It was snowing and icy and some of the soldiers even lacked shoes.
   - They made a surprise attack on the Hessian soldiers in Trenton and the Hessian regiment surrendered to Washington.

8. Discuss the impact of the victory at Trenton with students. Explain that battles continued in New England and the middle states. Explain that by June of 1777, the British had developed a new strategy for winning the war. Their plan was to try and cut off New England from the rest of the states. Ask students why they think the British wanted to do this. Discuss student responses. Then, share the following information regarding the British plan:
   - On June 17, 1777, British General Burgoyne invaded the U.S. from Canada. He sailed down Lake Champlain toward Albany, New York. He planned to link up there with General Howe who would come from New York City and meet him in Albany. Having a huge force of soldiers in Albany would cut off New England.
   - On July 6, 1777, General Burgoyne’s troops captured Fort Ticonderoga and supplies there that were badly needed by Washington. The Americans retreated from the fort, but blocked roads and destroyed bridges in order to slow down the advance of Burgoyne’s troops.
   - On July 23, 1777, General Howe and 15,000 soldiers left New York but instead of going north to meet up with Burgoyne, they went to capture Philadelphia instead.
   - On September 26, 1777, General Howe took over Philadelphia and the Continental Congress had to relocate to York, Pennsylvania.

9. Ask students what impact General Howe’s decision to go to Philadelphia instead of Albany was likely to have. Discuss student responses. Guide students to the idea that as a result of Howe’s decision, the British plan to cut off New England was spoiled. It also contributed to a major defeat of the British in New York.

10. Explain that before General Burgoyne got to Albany, he was met by a large Continental force near Saratoga, New York. Explain that the battle that took place there became one of the most important battles of the American Revolution. Display “Maps of the Battle of Saratoga” and “Illustration #2”, located in the Supplemental Materials (Unit 6, Lesson 6). Ask students to analyze the maps and the illustration and draw an inference about the Battle of Saratoga based

² The Battle of Trenton took place on December 26, not the 25th, as some sources claim.
on their analysis. Guide students in understanding that the British suffered a major defeat at Saratoga.

11. Share the following information about the Battle of Saratoga:
   - General Burgoyne’s British troops numbered about 10,000. They were met by about 15,000 Continental soldiers under the command of General Gates.
   - Battles took place on Sept 19 and Oct 7 of 1777.
   - The Americans defeated the British and Burgoyne’s troops surrendered. The surrender is depicted in Illustration #2.

12. Have students read the section of their textbook that describes the Battle of Saratoga in order to add to their knowledge of this important event. Then, ask students to predict effects of the American victory. Discuss student responses and then share these effects:
   - The American victory ended the British threat to New England.
   - It also boosted American spirits and determination.
   - It convinced France to become an ally of the United States.

13. Using Word Card #25, explain that many historians believe the Battle of Saratoga was a major turning point in the Revolution. Ask students what they think this means. Discuss student responses and guide them to the idea that a turning point is often thought of as a single event that causes important and dramatic change. Historians believe that the Battle of Saratoga marked the time when the Revolution turned in favor of the Americans.

14. Note that the following website has a series of inquiry-based lessons on the Battle of Saratoga: [http://www.cr.nps.gov/nR/twhp/wwwlps/lessons/93saratoga/93saratoga.htm](http://www.cr.nps.gov/nR/twhp/wwwlps/lessons/93saratoga/93saratoga.htm). These are part of the “Teaching with Historic Places” website.

15. Display “Illustration #3”, located in the Supplemental Materials (Unit 6, Lesson 6). Ask students to analyze the illustration carefully and then write a short description of what is happening in the illustration in their social studies journal. Give students time to write and then have them share ideas with a partner.

16. Discuss the illustration using the following questions:
   - What appears to be happening in the picture?
   - What time of year is it?
   - Who are the people in the picture?
   - Who do you think made the picture? Why?

   Explain that the Illustration #3 depicts Washington’s troops in their winter quarters at Valley Forge, Pennsylvania beginning in December of 1777. Explain that as the picture shows it was a cold winter and the troops were faced with many problems.

17. Divide students into pairs and give each pair a copy of “Valley Forge Primary Sources” and the “Valley Forge Primary Sources Chart”, located in the Supplemental Materials (Unit 6, Lesson 6). Explain that pairs should read through the primary sources and jot down a few things on the chart that can be learned about the winter at Valley Forge from each source. Provide students...
time to complete the activity and then lead a discussion about Valley Forge by having students share their charts. Make sure to compare and contrast the various diaries. Note that a chart showing sample answers has also been included in the Supplemental Materials (Unit 6, Lesson 6) for use as a reference.

18. Explain that despite the awful conditions at Valley Forge, some good things took place. For example in February of 1778, Baron von Steuben of Prussia arrived at Valley Forge. He began to drill and train the troops. As a result, when spring came Washington’s army was much more disciplined and unified.

19. Explain that another significant event happened in February of 1778. Using Word Card #26, explain that the Americans and French signed two treaties in Paris. Share the following information regarding this:
   - Ben Franklin had been in France trying to gain French support. The French had initially held back. However, after the American victory at Saratoga, they decided to join the U.S. in the fight against Britain.
   - Two treaties were signed. One recognized the U.S. as an independent nation and promoted trade between France and the U.S.
   - The other treaty made the U.S. and France allies against Britain. This led to the French providing military supplies, loans, about 12,000 soldiers, and about 32,000 sailors to the Revolution efforts. One of these soldiers, Marquis de Lafayette, became an important officer and friend to George Washington.
   - In July of 1778, France officially declared war on Britain.

20. Ask students why they think France was willing to help the U.S. against Britain. Discuss student responses and guide them to the idea that, as students have learned in previous lessons, France and Britain had been long-time enemies. Guide students in connecting back to what they learned about the French and Indian War as an example of this idea.

21. Hand out the Word Splash charts you collected after Step 1. Have students meet with their partner again to re-evaluate their pairings. Then, have students independently complete the “Word Splash Assessment” located in the Supplemental Materials (Unit 6, Lesson 6). Explain that to do this they should again place the Word Splash words in pairs, but this time explain why the two people or phrases belong together. Note that a chart showing sample answers has also been included in the Supplemental Materials (Unit 6, Lesson 6) for you to use for reference in evaluating student work.

Assessment
The Valley Forge Primary Source activity and the final Word Splash activity can all be used for assessment. For a more formal assessment, give each student a copy of “Events Cards”, located in the Supplemental Materials (Unit 6, Lesson 6). Explain that they should cut the cards out and place them in chronological order. Note that the correct sequence is as follows:
   - The Colonies declared independence from Britain.
   - Washington and his army retreated west from the New York City area.
   - Washington and his troops crossed the Delaware River at night and made a surprise attack in the Battle of Trenton.
• The British decided to try and cut off New England from the rest of the U.S.
• The Americans had an important victory at the Battle of Saratoga.
• Washington and his troops began a harsh winter at Valley Forge.
• The U.S. and France signed two treaties.
• France declared war on Britain.
Graphic Organizer

1. Washington and his army retreated west from the New York City area.
2. Washington and his troops crossed the Delaware River at night and made a surprise attack in the Battle of Trenton.
3. The British decided to try and cut off New England from the rest of the U.S.
4. The Americans had an important victory at the Battle of Saratoga.
5. Washington and his troops began a harsh winter at Valley Forge.
6. The U.S. and France signed two treaties.
7. France declared war on Britain.
Big Ideas of Lesson 6, Unit 6

- George Washington and the Continental Army lost many battles at the beginning of the war. Most of these were fought in New England and the Middle Colonies.

- An important turning point in the war was the Battle of Saratoga, which was won by the Americans.

- As a result of the American victory at Saratoga, the French sent money, supplies, and soldiers to help the fight against the British.

- After the Battle of Saratoga, Washington and his army spent a harsh winter camped at Valley Forge.
Word Cards

Word Cards from previous lessons needed for this lesson:

- Revolution – Word Card #1 from Lesson 1

25 turning point
a single event that causes important and dramatic change

Example: The Battle of Saratoga was an important turning point in the American Revolution.

26 treaty
a signed agreement between two countries

Example: Treaties were signed between the Americans and the French following the Battle of Saratoga.
Word Splash

Valley Forge

Baron von Steuben

General Burgoyne

Marquis de Lafayette

General Washington

Turning Point

American Revolution

Battle of Trenton

Battle of Saratoga

General Gates

Crossing the Delaware River

Winter of 1777-78

General Howe
Word Splash Pairs

Directions: Place the Word Splash people and phrases in pairs that you think go together.

<table>
<thead>
<tr>
<th>#1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
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<tr>
<td>#4</td>
<td></td>
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<tr>
<td>#5</td>
<td></td>
</tr>
<tr>
<td>#6</td>
<td></td>
</tr>
</tbody>
</table>
Illustration #1

Source: Crossing the Delaware. National Archives. 29 February 2012
Maps of the Battle of Saratoga

Source: http://www.saratoga.org/battle1777/history.html
Illustration #2

Illustration #3

Valley Forge Primary Sources

Source 1

From the Diary of Albigence Waldo, Surgeon at Valley Forge, 1777

December 14

I am Sick - discontented - and out of humour. Poor food - hard lodging - Cold Weather - fatigue - Nasty Cloaths - nasty Cookery - Vomit half my time - smoak'd out my senses - I can't Endure it - Why are we sent here to starve and Freeze - What sweet Felicities have I left at home; A charming Wife - pretty Children - Good Beds - good food - good Cookery - all aggreable - all harmonious. Here all Confusion - smoke and Cold - hunger and filthyness - A pox on my bad luck. There comes a bowl of beef soup - full of burnt leaves and dirt, sickish - away with it Boys - I'll live like the Chameleon upon Air.


Source 2

George Washington to Continental Congress, December 23, 1777 (Valley Forge, Supplies)

Valley Forge, December 23, 1777.

...I am now convinced, beyond a doubt, that unless some great ...change suddenly takes place ...this Army must inevitably (will) ...starve, dissolve, or disperse, in order to obtain subsistence in the best manner they can; rest assured Sir this is not an exaggerated picture, but (and) that I have abundant reason to support what I say. ...Three or four days of bad weather would prove our destruction. What then is to become of the Army this Winter?...what, if we continue to have irregular supplies all winter, what is to become of us in the Spring?

Source: http://edsitement.neh.gov/view_lesson_plan.asp?id=527
Source 3

The Military Journal of George Ewing

Page Twenty Five

From here we marched to the Valley Forge in order to take up Winter Quarters here we built huts in the following manner the huts are built in three lines each line four deep five yards asunder the huts eighteen by sixteen feet long six feet to the eves built of loggs and covered with staves the chimney in the east end the door in the South side the Officers huts in the rear of the mens twelve men in each hut and two corres of Officers in a hut.

Source: http://www.sandcastles.net/journal2.htm

Source 4

Lieutenant WILLIAM BARTON of the Fourth and later the First New Jersey Regiment; To his father, Gilbert Barton of Allentown, N.J.

..."Camp Valley Forge, Feb. 18th 1778...I should wrote oftener but have been in expectation of Coming home but this day find my expectations blasted, and have no maner of hope to get home Untill April...I have Received my Coat & boots by Capt. Weycoff and am Inform'd you have procured me some shirts which I am Extremely Glad of as I shall be in Great need of them in a short time. I'me at this Present time in health, and hope these may find you all in Perfect health, if to the reverse at any time Please to give me intellicence Thireof and I shall come home at all Events. I have not Receiv'd a Letter from you since at home, should be very Glad to be favour'd with a few lines if Convenient and Likewise a few pounds of Sugar and A little Chocolate...there is a Scarcety of those articles in this Place...Camp does not very well agree with me..."
## Valley Forge Primary Sources Chart

<table>
<thead>
<tr>
<th>Source</th>
<th>What does it tell us about the winter at Valley Forge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
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<tr>
<td>#3</td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td></td>
</tr>
</tbody>
</table>
## Valley Forge Primary Sources Chart - Sample Answers

<table>
<thead>
<tr>
<th>Source</th>
<th>What does it tell us about the winter at Valley Forge?</th>
</tr>
</thead>
</table>
| #1     | • The food was terrible  
         | • It was cold  
         | • People got sick  
         | • There was a lot of confusion  
         | • Soldiers missed their families |
| #2     | • George Washington was afraid his soldiers would starve at Valley Forge  
         | • He was afraid of what might happen to his army if there was more bad weather  
         | • Supplies were irregular and he was afraid they might not make it to spring |
| #3     | • They had built log huts at Valley Forge  
         | • There were over 12 men in each hut |
| #4     | • Families sometimes sent things like boots and coats to soldiers  
         | • Soldiers sometimes ask families to send things like sugar and chocolate  
         | • Sometimes soldiers did not hear from their families for a long time |
## Word Splash Assessment

<table>
<thead>
<tr>
<th>Pair</th>
<th>Why do they belong together?</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
## Word Splash Assessment – Sample Answers

<table>
<thead>
<tr>
<th>Pair</th>
<th>Why do they belong together?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle of Saratoga and Turning Point</td>
<td>The Battle of Saratoga was considered a major turning point in the American Revolution. After the Americans won the battle, France decided to sign a treaty of alliance with the Americans.</td>
</tr>
<tr>
<td>Valley Forge and Winter of 1777-78</td>
<td>Washington’s army camped at Valley Forge beginning in December of 1777 and through winter of 1778.</td>
</tr>
<tr>
<td>General Burgoyne and General Howe</td>
<td>Both of these men were British generals.</td>
</tr>
<tr>
<td>General Gates and General Washington</td>
<td>Both of these men were American generals.</td>
</tr>
<tr>
<td>Crossing the Delaware River and Battle of Trenton</td>
<td>The Battle of Trenton took place after Washington and his troops crossed the Delaware River at night.</td>
</tr>
<tr>
<td>Baron von Steuben and Marquis de Lafayette</td>
<td>These were two Europeans who came to help the Americans.</td>
</tr>
</tbody>
</table>
## EVENT CARDS

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington and his troops crossed the Delaware River at night and made a surprise attack in the Battle of Trenton.</td>
<td>The British decided to try and cut off New England from the rest of the U.S.</td>
</tr>
<tr>
<td>The Americans had an important victory at the Battle of Saratoga.</td>
<td>Washington and his army retreated west from the New York City area.</td>
</tr>
<tr>
<td>The colonies declared independence from Britain.</td>
<td>Washington and his troops began a harsh winter at Valley Forge.</td>
</tr>
<tr>
<td>The U.S. and France signed two treaties.</td>
<td>France declared war on Britain.</td>
</tr>
</tbody>
</table>
Lesson 7: The War in the South

Big Ideas of the Lesson

- After their defeat at Saratoga, the British decided to shift their attention to the Southern Colonies. This was partly due to their hope of gaining more loyalist support in the South.
- George Washington, with the help of French troops, moved south also.
- The last major battle took place at Yorktown. There, the French blockaded the harbor and cut off supplies to the British.
- Washington began a siege of Yorktown and eventually the British surrendered.

Lesson Abstract:
In this lesson, students continue to explore the American Revolution as the focus of the conflict moves to the South. Activities include analyzing maps, interpreting primary sources, such as a coded letter from Benedict Arnold, and exploring timelines.

Content Expectations
5 – U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.2.1: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

5 – U3.2.2: Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

5 – U3.2.3: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:
RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Key Concepts
- military advantages and disadvantages
- Patriot / Loyalist
- turning point
Instructional Resources

Equipment/Manipulative
Overhead projector or document camera/projector

Student Resource

Teacher Resource


Lesson Sequence

1. As a way of engaging students in this lesson, give each student a copy of the “Analyzing an Illustration” located in the Supplemental Materials (Unit 6, Lesson 7). Have students examine the illustration and then answer the question in the section marked “Before the Lesson”. When students have completed the activity, briefly discuss their answer to the question and then collect the sheets which will be used again at the end of the lesson.

2. Display the following question: “If you had been the British, what would you have done after your embarrassing defeat at Saratoga?” Instruct students to answer it in their social studies journals. After providing a few minutes for students to write, have them share their writing with a partner. Then, briefly discuss ideas in the large group.

3. Display the “Map” located in the Supplemental Materials (Unit 6, Lesson 7). Explain that this map shows major battles of the Revolution beginning in 1779. Ask students to identify the states shown on the map. Then, have them infer what the British did following the Battle of Saratoga based on the map and their prior knowledge. Discuss student inferences. Then, guide them to the idea that the British decided to shift their attention to the south following the Battle of Saratoga. Ask students why they think this was the case. Discuss student responses and then explain that the British hoped to find more loyalist support in the south.
4. Display “Timeline #1” located in the Supplemental Materials (Unit 6, Lesson 7). Discuss the events on the timeline using the following questions:
   - Why do you think Spain declared war on Britain?
   - Why did Spain not sign an alliance treaty with the Americans as the French had done?
   - Why did it take so long for General Clinton’s army to reach South Carolina?
   - What effects do you think the arrival of General Rochambeau and his French soldiers had?

5. Display “Letter to British Major John Andre” located in the Supplemental Materials (Unit 6, Lesson 7), or place students in pairs and give each pair a copy of the letter. Ask students to try and “interpret” the letter. Give students a short time and then ask them why it is so difficult to understand the letter. Guide them to the idea that the letter is written in code using a number system. Discuss why the letter may have been written in code.

6. Display “Decoded Letter” located in the Supplemental Materials (Unit 6, Lesson 7), and read it out loud to students using a highlighter to mark familiar phrases and words. Ask students what they think is being said in the letter. Then, explain that this letter was from an American general, General Benedict Arnold, to a British officer. He was offering to give up the fort at West Point for a sum of money. Ask students what this tells them about Benedict Arnold. Using Word Card #27, discuss the term “traitor”. Explain that by September of 1780, Americans had learned that Benedict Arnold had become a traitor, or someone who acts against his or her country, in exchange for money and a high rank in the British Army. Explain that he was able to escape and later became a brigadier general in the British Army.

7. Explain that in October of 1780, General Nathaniel Greene had been named the new commander of the southern American Army, replacing General Gates. He led the British under General Cornwallis on a six-month chase through the backwoods of South and North Carolina using guerilla type tactics. Discuss the meaning of this term.

8. Display “Timeline #2” located in the Supplemental Materials (Unit 6, Lesson 7). Discuss the events on the timeline using the following questions:
   - Why did General Washington decide not to attack New York City?
   - What effect did the French victory over the British fleet have?
   - What would be some of the problems of trying to coordinate 17,000 soldiers in battle?
   - Who appeared to have the advantage at Yorktown? Why?

9. Display the “Battle of Yorktown Map” located in the Supplemental Materials (Unit 6, Lesson 7). Point out the British, American, and French positions on the map. Ask students to answer the following question in their social studies journal: “What options did the British have at Yorktown?” Give students time to write and then have them share ideas in the large group.

10. Display the two “Letters” located in the Supplemental Materials (Unit 6, Lesson 7), or place students in pairs and give each pair a copy of the letters. Ask students to interpret what is being said in the two letters. Discuss student ideas and then using Word Card #28, explain that
these letters between General Cornwallis and General Washington were part of a series of letters in which a British surrender at Yorktown was worked out.

11. Pass out “Analyzing an Illustration” used in Step 1 and have students complete the bottom section entitled “After the Lesson”. Have students share what they have written and guide them in understanding that the illustration depicts the surrender of Cornwallis to General Washington.

12. Ask students to write a prediction in their social studies journal as to what happened following the surrender of the British at Yorktown. Give students time to write and then have them share their predictions in the large group. Guide students in understanding that the war was essentially over after the surrender. Skirmishes took place over the next two years, but Yorktown was the last battle of any size.

13. As an optional writing assignment, have students write a short historical narrative about the Battle of Yorktown from the perspective of one of the following:

- George Washington
- General Cornwallis
- Benedict Arnold
- A French soldier
- A Continental soldier
- A loyalist soldier
- A British soldier

Have students exchange their papers with a partner and identify the perspective of the author.

14. Explain to the class that they will now be creating their own timelines of the American Revolution. Encourage them to use their textbook and the resources they have gathered from the lessons in this unit. Offer them the following choices for timelines:

- A timeline created on three 12” X 18” sheets of paper taped together
- A timeline created by attaching large index cards to a long piece of string
- A timeline created in PowerPoint or a Web 2.0 application
- A timeline flipbook

15. Provide each student a copy of the “American Revolution Timeline Chart” located in the Supplemental Materials (Unit 6, Lesson 7), and review the directions on the chart. Have students choose six events and encourage them to share ideas with a partner or small group. Give students time to work on their timelines in class or assign the project as homework. Note that adding illustrations to the timelines requires additional time so keep this in mind when establishing criteria for the timelines.

16. When the timelines are finished, display them in the room. Then, as a culminating project, give each student a copy of the “Assessment” located in the Supplemental Materials (Unit 6, Lesson 7), and have them complete the chart. When students have completed the assessment, place them in groups of four and have them compare and contrast the events each group member identified on their charts. Finally, discuss the events students identified in the large group.
Assessment
The timelines and assessment chart from Steps 15 and 16 can be used as assessments.
After their defeat at Saratoga, the British decided to shift their attention to the Southern Colonies.

George Washington, with the help of French troops, moved south also.

The last major battle took place at Yorktown. There, the French blockaded the harbor and cut off supplies to the British.

Washington began a siege of Yorktown and eventually the British surrendered.
Big Ideas Card

<table>
<thead>
<tr>
<th>Big Ideas of Lesson 7, Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• After their defeat at Saratoga, the British decided to shift their attention to the Southern Colonies. This was partly due to their hope of gaining more loyalist support in the South.</td>
</tr>
<tr>
<td>• George Washington, with the help of French troops, moved south also.</td>
</tr>
<tr>
<td>• The last major battle took place at Yorktown. There, the French blockaded the harbor and cut off supplies to the British.</td>
</tr>
<tr>
<td>• Washington began a siege of Yorktown and eventually the British surrendered.</td>
</tr>
</tbody>
</table>
# Word Cards

**Word Cards from previous lessons needed for this lesson:**

- Revolution – Word Card #1 from Lesson 1

## 27 traitor
Someone who betrays their country

**Example:** Benedict Arnold was a traitor during the American Revolution.

## 28 surrender
To give up

**Example:** The British surrendered at Yorktown.
## Analyzing an Illustration

### Before the lesson

**What is happening?**

### After the lesson

**What is happening?**
Map

Source: http://www.cr.nps.gov/seac/socamp.htm
## Timeline #1

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December, 1778</td>
<td>The British captured Savannah, Georgia.</td>
</tr>
<tr>
<td>June 16, 1779</td>
<td>Spain declared war on Britain, but did not make an alliance with American forces.</td>
</tr>
<tr>
<td>Sept. 3 – Oct. 28, 1779</td>
<td>Americans suffered a major defeat while attacking the British at Savannah.</td>
</tr>
<tr>
<td>Sept. 23, 1779</td>
<td>American naval hero John Paul Jones fought a battle with a British war ship off the coast of Britain. He was able to capture the ship before his own ship sank.</td>
</tr>
<tr>
<td>December, 1779</td>
<td>British General Clinton sailed from New York with 8000 soldiers heading for Charleston, South Carolina.</td>
</tr>
<tr>
<td>February 1, 1780</td>
<td>General Clinton and his army reached Charleston.</td>
</tr>
<tr>
<td>April 8, 1780</td>
<td>The British under General Clinton attacked Charleston.</td>
</tr>
<tr>
<td>May 12, 1780</td>
<td>The Americans suffer one of their worst defeats of the Revolutionary War as the British capture Charleston, 5400 American soldiers, and four American ships.</td>
</tr>
<tr>
<td>July 11, 1780</td>
<td>6000 French soldiers led by General Rochambeau arrived at Newport, Rhode Island to help the American cause.</td>
</tr>
<tr>
<td>August 3, 1780</td>
<td>Benedict Arnold is appointed commander of the fort at West Point.</td>
</tr>
<tr>
<td>August 16, 1780</td>
<td>At the Battle of Camden, General Gates, who had won the Battle of Saratoga, was defeated by British General Cornwallis. Many Loyalists supported the British. This gave the British firm control of South Carolina.</td>
</tr>
</tbody>
</table>
Letter to British Major John Andre

Source: http://www2.si.umich.edu/spies/
Decoded Letter

Inclosed in a cover addressed to M[rs.] Anderson / Two days since I received a letter without date or Signature, / informing me that S[ir]. Henry ------ was obliged to me for intelligence / communicated, and that he placed a full confidence in the Sincerity / of my intentions, etc. etc. On the 13th Instant I addressed a letter / to you expressing my Sentiments and expectations, viz, that / the following Preliminaries be settled previous to cooperating. - / First, that S[ir]. Henry secure to me my property, valued at ten thou- / sand pounds Sterling, to be paid to me or my Heirs in case of / Loss; and, as soon as that happens [strike out] shall happen, ---- hundred / pounds per annum to be secured to me for life, in lieu of the / pay and emoluments I give up, for my Services as they shall / deserve - If I point out a plan of cooperation by which S[ir]. H[enry]. / shall possess himself of West Point, the Garrison, etc. etc. etc. twenty / thousand pounds Sterling I think will be a cheap purchase for / an object of so much importance. At the same time I request / thousand pounds to be paid my Agent - I expect a full / and explicit answer - The 20th I set off for West Point. A / personal interview with an officer that you can confide in / is absolutely necessary to plan matters. In the mean time / I shall communicate to our mutual Friend S[tansbur]y all the / intelligence in my power, until I have the pleasure of your answer. / Moore / July 15th [1780] / To the line of my letter of the 13th / I did not add seven.
### Timeline #2

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1, 1781</td>
<td>After several months of chasing General Greene’s American Army without much success, General Cornwallis took his soldiers to Yorktown, Virginia. Benedict Arnold and his British troops joined him there.</td>
</tr>
<tr>
<td>August 14, 1781</td>
<td>General Washington received a letter from French Admiral de Grasse saying his 29-ship fleet with 3000 soldiers was headed toward Yorktown. Washington decided to abandon his attack on New York and move his troops south to Virginia.</td>
</tr>
<tr>
<td>August 19, 1781</td>
<td>General Washington, with 7000 French and American soldiers began to head south from New York at a rate of about 15 miles per day.</td>
</tr>
<tr>
<td>September 1, 1781</td>
<td>Washington’s army reached Philadelphia.</td>
</tr>
<tr>
<td>September 5 – 8, 1781</td>
<td>A major naval battle took place between the French and British fleets off the coast of Yorktown. The British fleet retreated to New York and the French took control of Chesapeake Bay. They form a blockade and cut off General Cornwallis.</td>
</tr>
<tr>
<td>September 18, 1781</td>
<td>General Washington, with a combined allied army of 17,000 men began the siege of Yorktown. Cornwallis tried to defend his position with 9000 men.</td>
</tr>
<tr>
<td>September 19- October 17, 1781</td>
<td>The allied soldiers slowly advanced and encircled the British troops. British supplies had run very low.</td>
</tr>
</tbody>
</table>
Battle of Yorktown Map

Source: http://www.britishbattles.com/battle-yorktown.htm
**Letters**

*Gen. Cornwallis to Gen. Washington, October 17, 1781*

I propose a cessation of hostilities for twenty-four hours, and that two officers may be appointed by each side, to meet at Mr. Moore's house, to settle terms for the surrender of the posts of York and Gloucester.

*Gen. Washington to Gen. Cornwallis, October 17, 1781*

I have had the Honor of receiving Your Lordship's Letter of this Date.

An Ardent Desire to spare the further Effusion of Blood, will readily incline me to listen to such Terms for the Surrender of your Posts and Garrisons at York and Gloucester, as are admissible.

I wish previous to the Meeting of Commissioners, that your Lordship's proposals in writing, may be sent to the American Lines: for which Purpose, a Suspension of Hostilities during two Hours from the Delivery of this Letter will be granted.

Source: [http://www.laughtergenealogy.com/bin/histprof/misc/yorktown_ltrs.html](http://www.laughtergenealogy.com/bin/histprof/misc/yorktown_ltrs.html)
American Revolution Timeline

**Directions:** Choose 6 important events of the American Revolution and list them on the chart below. Then, create a timeline of the events.

<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>EVENT AND BRIEF DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

**Directions:** Identify the three events from your timeline that you think were the most significant in the American Revolution. Then, explain why you chose each event.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>Why did you choose it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8: The Treaty of Paris

Big Ideas of the Lesson

- The British and Americans signed the Treaty of Paris in 1783. This officially ended the war.
- As a result of the treaty, Britain recognized the United States as an independent country.
- The treaty also set the boundaries of the United States. The young country stretched all the way to the Mississippi River.
- The decision to fight a war for independence ended up being one of the most important decisions in our country’s history.

Lesson Abstract:
In this lesson, students explore the Treaty of Paris. They begin by participating in a treaty simulation wherein group members take on historical roles and negotiate their own treaty. Next, they explore the actual Treaty of Paris and compare it to the group treaties they negotiated. The lesson closes as students explore the short-term consequences of the American Revolution, long-term consequences, and political ideas connected to the struggle for independence.

Content Expectations
5 – U3.2.4: Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Key Concepts
sovereignty
 treaty

Instructional Resources
Equipment/Manipulative
Overhead projector or document camera/projector

Student Resource
Teacher Resource


Lesson Sequence
1. Display the following question: “Why did the Americans win the Revolutionary War?” Have students respond to the question in writing in their social studies journals. After students have had a few minutes to write, have them share their writing with a partner. Then, briefly discuss ideas in the large group. Possible answers include the following:
   - Britain had to send soldiers and supplies to a war several thousand miles away.
   - Britain had to fight an enemy that was spread out.
   - Americans were familiar with the geography of the area.
   - The Americans got help from other nations especially France.
   - Washington proved to be a great leader with strong military skills.
   - The skills of the Continental Army improved greatly during the Revolution.
   - Americans were fighting for freedom and independence.

2. Display “Primary Source #1” located in the *Supplemental Materials (Unit 6, Lesson 8).* Ask students what type of primary source it is. Discuss student responses. Guide students to the idea that this is a political cartoon, which was drawn and published in Britain. Discuss the cartoon using the following questions:
   - Who is shown in the cartoon?
   - What is happening to the person?
   - What do the words at the bottom of the cartoon mean?
   - What is the meaning of the cartoon?
   - What questions does this cartoon raise for you?

3. Display “Primary Source #2” located in the *Supplemental Materials (Unit 6, Lesson 8).* Guide students analyzing the primary source by drawing attention to the following:
   - The phrase “Article 10”
   - The signatures at the bottom
   - The seals at the bottom
   - The word “Paris”
   - The date: “this third day of September, in one thousand seven hundred and eighty-three
   - The word “Treaty”
4. Explain that the primary source is a section of the 1783 Treaty of Paris, which was negotiated between Great Britain and the U.S. as a final step in ending the Revolutionary War. Share the following information regarding the treaty:
   - Negotiations to end the war began in France in April of 1782
   - The United States was represented by John Adams, John Jay, and Benjamin Franklin.
   - The British were represented by David Hartley, a member of Parliament, who was representing King George, and two other negotiators (Henry Strachey and Richard Oswald).
   - Britain signed separate treaties with Spain and France.

5. Ask students the following question: What were some of the problems or issues that the Treaty of Paris had to solve following the Revolution? Discuss student responses and make a list of their ideas. Possible answers include the following:
   - Getting Britain to accept that the U.S. was an independent country now
   - What to do about loyalists
   - What to do about British soldiers still in the U.S.
   - How to handle debts each country had
   - How to set the borders of the U.S.
   - What to do about prisoners of war

6. Explain that students will be working in groups of six to create their own Treaty of Paris. Three group members will represent the three American negotiators and three will represent the British negotiators. As an entire class, select three problems or issues from the list created in Step 5. Explain that these will be the three problems the treaty groups will need to solve.

7. Display the “Treaty of Paris Simulation” instructions, located in the Supplemental Materials (Unit 6, Lesson 8). Review the five steps that groups will follow during the simulation. Then, divide students into groups of six and provide each group a set of “Simulation Name Cards” located in the Supplemental Materials (Unit 6, Lesson 8). Allow each group two minutes to decide which group members will be playing which role.

8. Display the “Treaty Outline” located in the Supplemental Materials (Unit 6, Lesson 8). Review the sections of the treaty that students will need to complete. Explain that each of the articles will cover one of the problems the group identified in Step 6.

9. Have partners work together to create their lists of things they want included in the treaty for five or ten minutes. Then, have the treaty groups meet and negotiate their treaties. This should take between twenty and thirty minutes.

10. Allow time for groups to write out and sign their treaties. Then, have each group present their treaty to the whole class. Note that you may want to delay these presentations until the next social studies class.
11. After the treaties are presented, have the class compare and contrast the different treaties groups created. This could be facilitated by constructing a chart on the board and adding to it as new comparisons are made. Then, have students read the section of their textbook relating to the Treaty of Paris.

12. Display “The Treaty of Paris, 1783” information, located in the Supplemental Materials (Unit 6, Lesson 8) and explain that these were the actual stipulations of the real treaty. Compare these to the solutions students created in their treaties.

13. Display the “Map” located in the Supplemental Materials (Unit 6, Lesson 8). Explain that this map shows the borders of the U.S. that were set in the Treaty of Paris. Point out the area of the original 13 colonies and guide students in understanding that this was a very large increase in area for the United States. Discuss possible effects this may have had. Possible answers include that there was a lot of new land that could be settled and that there was a lot of land to protect and defend.

14. Explain that the decision to fight a war for independence was one of the most important decisions in our country’s history. The decision had both short-term and long-term consequences. Place students in small groups of four and give each group a copy of the “Consequences of the American Revolution” chart, located in the Supplemental Materials (Unit 6, Lesson 8). Explain that groups should work together to predict short-and long-term consequences of the American Revolution.

15. Provide the groups time to work. Then, display the “Consequences of the American Revolution” chart used in the previous step, and use it to list ideas students share from their group charts. Note that a chart showing sample answers has been included in the Supplemental Materials (Unit 6, Lesson 8), to use for reference. Guide students in connecting core democratic values to the discussion of consequences. For example, the American Revolution resulted in new ideas about freedom and representative government.

16. Display the K-W-L chart you began in Lesson 1 of this unit. Then, give each student a copy of “Important Things I Learned About the American Revolution” located in the Supplemental Materials (Unit 6, Lesson 8). Explain that students should think carefully about what they have learned about the Revolution and then write five important things on the chart.

17. Give students time to write. Then, place students in groups of four and have them share their charts. Bring the whole class back together and complete the K-W-L chart by having students share the important things they learned and recorded on their charts.

18. As a culminating activity for this lesson, discuss how nations today interact with each other and the need for a variety of treaties. As a group, identify a current conflict that would benefit from a peace treaty.

**Assessment**
The treaty simulation can be used as assessment as well as the “Important Things I Learned about the American Revolution” chart from Step 16.
Graphic Organizer

IDEAS
♦ Unalienable Rights
♦ Limited Government
♦ Government by Consent
♦ Right of Revolution
♦ Sovereignty

ADVANTAGES AND DISADVANTAGES
♦ Military Leadership
♦ Geography
♦ Resources
♦ Incentives

The American Revolution
Second Continental Congress
Declaration of Independence
Winter at Valley Forge
Battle of Saratoga
Battle of Yorktown
Treaty of Paris

PEOPLE
♦ Patriot / Loyalist
♦ George Washington
♦ Thomas Jefferson
♦ Benjamin Franklin
♦ Patrick Henry
♦ Samuel Adams
♦ John Adams
♦ Thomas Paine
♦ African Americans
♦ American Indians
♦ Women

EFFECTS
♦ Freedom from British rule
♦ Creation of the United States
♦ Self-Government

Michigan Citizenship Collaborative Curriculum
Oakland Schools
## Big Ideas Card

### Big Ideas of Lesson 8, Unit 6

- The British and Americans signed the Treaty of Paris in 1783. This officially ended the war.

- As a result of the treaty, Britain recognized the United States as an independent country.

- The treaty also set the boundaries of the United States. The young country stretched all the way to the Mississippi River.

- The decision to fight a war for independence ended up being one of the most important decisions in our country’s history.
Word Cards

Word Cards from previous lessons needed for this lesson:

- Treaty – Word Card #26 from Lesson 6
Primary Source #1

Source: [http://www.loc.gov/pictures/item/97514739/](http://www.loc.gov/pictures/item/97514739/)
Primary Source #2

Treaty of Paris Simulation

Planning: Meet with your two partners and make a list of things you want included in the treaty. Also, think about how you are going to convince the other side that you deserve these things.

Negotiating: Sit down with the other side and negotiate a treaty. Keep talking with each other until you have an agreement.

Writing: Write out your treaty on the Treaty Form.

Signing: Sign your treaty.

Presenting: Present your treaty to the rest of the class.
Simulation Name Cards

John Adams
United States

Benjamin Franklin
United States

John Jay
United States

Richard Oswald
Great Britain

Henry Strachey
Great Britain

David Hartley
Great Britain
TREATY OUTLINE

PREAMBLE: (Why we need this treaty)

________________________________________________________

________________________________________________________

________________________________________________________

ARTICLE I:

________________________________________________________

________________________________________________________

________________________________________________________

ARTICLE II:

________________________________________________________

________________________________________________________

________________________________________________________

ARTICLE III:

________________________________________________________

________________________________________________________

________________________________________________________

SIGNATURES:
The Treaty of Paris, 1783

- Britain recognized the United States as an independent country.
- The boundaries of the U.S. were established.
- Fishing rights were granted to the U.S. in the Grand Banks and in the Gulf of St. Lawrence.
- People who were owed money by either country were to be allowed to collect their debts.
- The U.S. Congress was to ask state legislatures to pay loyalists for property they had lost.
- Loyalists were to be treated fairly.
- Prisoners of war on both sides were to be released.
- The British forces were to be evacuated from the United States.
• Ratification, or approval, of the treaty was to occur within six months from the signing.

Map

Source: http://www.dcn.davis.ca.us/vme/vo/13.html
Consequences of the American Revolution

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<th>Short-Term Consequences</th>
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## Consequences of the American Revolution

### Sample Answers

#### Short-Term Consequences

- Many loyalists left the United States.
- Many people began to move west.
- More Native American lands were taken.
- British soldiers left for home.
- There were war debts to pay.
- Americans felt a new sense of unity and patriotism.
- The U.S. began to trade with many nations.

#### Long-Term Consequences

- The American Revolution became a model for other revolutions such as those in Latin America.
- Government by consent became a guiding principle in the United States.
- Limited government became a guiding principle in the United States.
- People in many places changed the way they viewed government.
## Important Things I Learned about the American Revolution

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