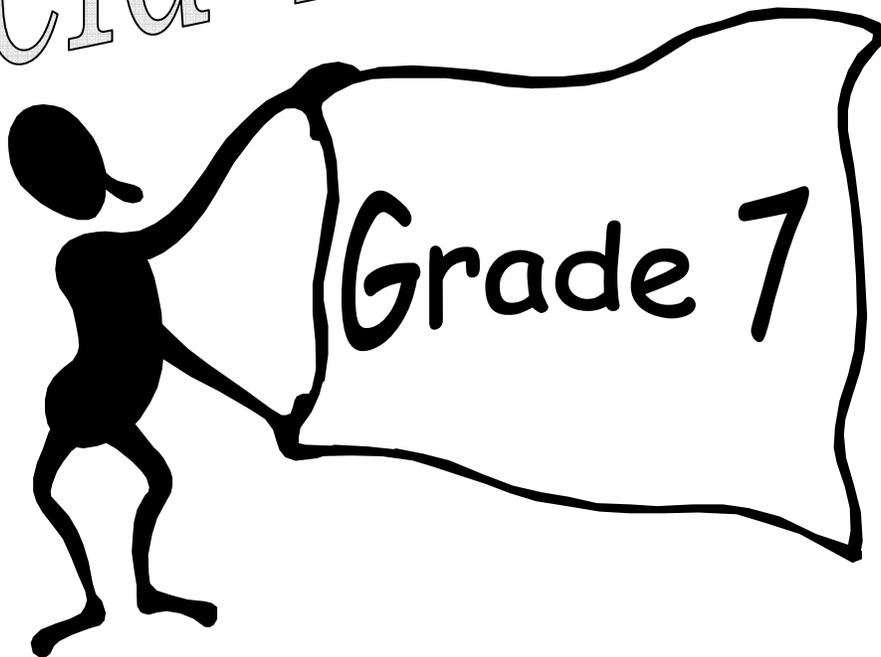


New York City Department of Education
Department of Social Studies

Field-Test Edition



American Revolution

What Leads to Revolution?

A Sample Unit of Study

Teachers contributing to this unit are:

Lila Amarasingham, Kevin Arlyck, and Stephanie Douglas

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THE NEW YORK CITY DEPARTMENT OF EDUCATION

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Dear Colleague:

We are proud to share this unit of study developed by New York City teachers. It contains tools for planning and adapting curriculum to meet the needs of your students. Since you know your students best, we encourage you to customize and extend these lessons, building on your students' strengths. Please consider it a working draft to be adapted to accommodate the needs and interests of your students. This and all our units of study have been designed with this in mind. It may also be used as a planning tool for grade-level meetings and professional development.

Clearly, many wonderful things are going on in social studies classrooms around the city, as evidenced by the units of study teachers have shared with us. We invite you to share your own units of study and project ideas with us so we may spread your ideas throughout the city.

The unit reflects the New York State Core Curriculum in Social Studies and makes use of the social studies core libraries offered to all K–8 classrooms in New York City. It also integrates the vast resources of this city, including museums, cultural institutions, and neighborhood walks.

The unit was created using the “backward planning” design process. Backward planning, inspired by the work of Grant Wiggins and Jay McTighe in their book *Understanding by Design*, begins with the desired end in mind. Lessons and activities are created to scaffold the learning for students in order to bring them to that end. Each unit of study is developed around an “essential question,” which serves as an organizing thread for the unit of study.

Looking at the New York State Core Curriculum in Social Studies, one might become overwhelmed by the tremendous volume of content. Using the principles of backward planning, we make decisions about what we will teach, how and to what extent we will teach it, and why. Once we begin to think carefully about what we expect the students to learn, think, and be able to do by the end of a specific unit of study, we can plan efficiently and strategically, and make sure that the appropriate learning experiences are provided.

The first step is to brainstorm around the topic. We have included a sample brainstorming web to illustrate this process. It is not expected that everything on the web be included in the final unit. It is merely a tool to help the curriculum writers think about possibilities.

The next step is to create an essential question, a question that asks students to think beyond the literal. It should be multi-faceted and lend itself to discussion and interpretation. Some examples are: “What does it mean to be free?” or “What is the role of government?”

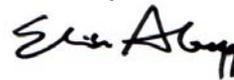
Once the essential question is created, we develop a series of focusing or guiding questions. These questions are content-specific. They help frame the unit of study and later serve as guides for lessons and activity development. Focusing questions are related to the essential question.

Then we can develop goals, objectives, and outcomes for student learning. We ask ourselves what we want the students to know, understand, do, or create. We list or assemble appropriate, multi-dimensional, and varied resources including human resources (guest speakers, experts, artists, performers), books (all genres of quality literature related to the unit of study), magazines, articles, videos, DVDs, posters, artifacts, Internet and online resources, and primary documents. We also research possible field trips to cultural institutions, museums, and community organizations, as well as appropriate neighborhood walks related to the unit.

Finally, we design a variety of assessments to meet the needs of all learners. We choose an appropriate celebration or culminating activity to assess, validate, and honor student learning and products/projects. All the lessons and activities should be designed to scaffold the learning of content and skills to bring students to the final project.

We hope that you will use this unit of study as a starting point for your own planning. Where appropriate, connect with your colleagues (arts, science, math, and literacy teachers) to enrich and extend the unit. Please feel free to share suggestions, additions, or comments.

Sincerely,



Elise Abegg
Director of Social Studies

Dear Reader,

Welcome to the seventh grade unit of study on the American Revolution. This unit has been designed for teachers *by* teachers as part of a year-long seventh grade social studies curriculum that is aligned with the NEW K–8 core libraries in social studies.

Why did the colonists dump tea into Boston Harbor? Why was a statue of King George III turned into 40,000 bullets? How did a little pamphlet called “Common Sense” cause such a big stir? The American Revolution marked the end of an era and the beginning of a new nation. But was it justified? How many people had to die? How many lives were changed, and how? The events that led up to the Revolution and the experience of the war itself helped to shape the leaders who, in turn, shaped the United States of America. Without understanding who the colonies were before and after the American Revolution, it is almost impossible to understand the nation that was born from it and would eventually become one of the most powerful nations in the world.

This unit of study encompasses the events that led up to the American Revolution and the major turning points of the Revolution. While delving into the essential question, *What leads to revolution?*, students will explore life in the colonies, the events that led to the drafting of the Declaration of Independence, the difference between “actual” and “virtual” representation, and the roles of different people at the time of the revolution. While examining the essential question, students will investigate the major battles and turning points of the American Revolution, daily life in the colonies during the war, the split between Loyalists and Patriots, the incentives for joining the war effort, and the outcomes of the American Revolution.

Students will be asked to prepare for and take part in a “Town Meeting” to determine whether the revolutionary war is justified. This final activity incorporates the lessons and activities that are completed throughout the unit.

Social studies is an essential foundation for our students to be informed and active participants in our communities. Each of us must do our part to help students understand the complexities of our world, and why we need to be involved citizens. With your help, this unit of study will help students gain essential skills and strategies, as they immerse themselves in researching content while finding ways to show their understanding.

Learning and Performance Standards

New York State Social Studies Learning Standards	NYC New Performance Standards in ELA	Sample list of strategies that Social Studies and ELA have in common. Check all that apply and add new strategies below
<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> History of the United States and New York State</p> <p><input type="checkbox"/> World History</p> <p><input type="checkbox"/> Geography</p> <p><input type="checkbox"/> Economics</p> <p><input type="checkbox"/> Civics, Citizenship, and Government</p> <p>What <i>specific</i> social studies content will this unit focus on?</p> <p>American Revolution</p>	<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> E-1: Reading</p> <p><input type="checkbox"/> E-2: Writing</p> <p><input type="checkbox"/> E-3: Speaking, Listening, and Viewing</p> <p><input type="checkbox"/> E-4: Conventions, Grammar, and Usage of the English Language</p> <p><input type="checkbox"/> E-5: Literature</p> <p><input type="checkbox"/> E-6: Public Document</p> <p><input type="checkbox"/> E-7: Functional Documents</p> <p>What <i>specific</i> literacy skills will this unit focus on?</p> <p>Reading non-fiction, note-taking, presenting and/or evaluating persuasive arguments for or against war.</p>	<p><input type="checkbox"/> Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations.</p> <p><input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.</p> <p><input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.</p> <p><input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.</p> <p><input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.</p> <p><input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.</p> <p><input type="checkbox"/> Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals.</p> <p><input type="checkbox"/> Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources such as charts, graphs, maps, and diagrams.</p> <p><input type="checkbox"/> Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.</p> <p><input type="checkbox"/> Select and use strategies that have been taught for note-taking, organizing, and categorizing information.</p> <p><input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.</p> <p>=====</p> <p>What <i>specific</i> social studies strategies will this unit focus on?</p> <p>Use research through fiction/non-fiction texts and primary sources prepare and/or evaluate a persuasive argument for or against war.</p>

Brainstorm of Teaching Possibilities

Math

- Investigate weapons and warfare.
- Science & technology in 1700's.
- Mapping the colonies.
- Number line (timelines).
- War statistics.
-
-
-

Diversity/Democracy/Civics

- Examination of incentives to join or not to join the war.
- Taxation without representation.
- Different roles of men, women, children, free blacks, slaves, Native Americans.
- What is the role of boycott and protest in effecting change?
-
-
-

Science/Technology

- Colonial medicine.
- Weapons and warfare.
- Raw materials that nature provided for homes/food/clothing.
-
-
-

Language Arts

- Reading historical fiction.
- Note-taking.
- Journal writing.
- Midnight ride of Paul Revere.
- Revolutionary/colonial ballads.
- Preparation for "Town Hall" (persuasive arguments).
-
-
-
-

History/Primary Resources/Artifacts

Maps, old illustrations, paintings, primary documents, diary entries, functional documents

Important People:
Paul Revere, George Washington, Phillis Wheatley, Patrick Henry, Mercy Otis Warren, etc.

Important Events:
Boston Massacre, Boston Tea Party, major battles (Long Island, Saratoga, Valley Forge, Yorktown)

**Social Studies
Unit Focus**
*American
Revolution*

Physical Education/Health

- Health conditions of the colonists.
- children's games
-
-

Dance/Music/Drama

- Colonial music, revolutionary music
- Colonial toys
- Role-playing in "Town Hall" debate
-
-
-

Visual Arts

- Political cartoons.
- Portraits of colonial era (Stuart, Peale).
- Making clothing.
- Analyze designs on currency.
- Flag design.
-
-

Essential Question

What leads to revolution?



Focusing Questions

- What challenges did the colonists face?
- Why did the American colonists rebel against England?
- Should the American colonists have rebelled against England?
- What were the turning points of the Revolution?
- How did different people/groups contribute to the American Revolution?
- What were the different gender and class roles at this time?
- How did war change the daily lives of the colonists?
- Why was the Revolution such an important event in world history?

Student Outcomes		
Think about what you want the student to know and be able to do by the end of this unit.		
Content	Process	Skills
<ul style="list-style-type: none"> • Events leading to revolution (F&I War, political issues, taxes, Acts). • Outbreak of war, early military outlook. • Declaration of Independence. • Major battles and military campaigns. • Life during the Revolution (including slaves, Native Americans, Loyalists and Patriots). • British surrender, terms of peace. • Results of the Revolution. 	<ul style="list-style-type: none"> • Participate in reading and writing workshops. • Conduct independent research. • Use graphic organizers. • Explore maps and create timeline of war. • Take on a different perspective. • Prepare and/or evaluate persuasive arguments for/against the war. • Sketch, illustrate, and map. 	<ul style="list-style-type: none"> • Looking at documents and pictures for information. • Reading maps. • Taking notes. • Using various resources to support a point of view. • Comprehension skills. • Research and writing skills.
<p>Possible student project: Use research through fiction/non-fiction texts and primary sources to prepare and/or evaluate a persuasive argument for or against war. Students present and evaluate arguments through role-play of historical characters in a mock Town Hall meeting.</p>		

Social Studies Content Areas

History

- British colonies in North America – politics, religion, economy.
- Events leading to revolution (F&I War, political issues, taxes, Acts).
- Outbreak of war, early military outlook.
- Declaration of Independence.
- Major battles and military campaigns (Long Island, Saratoga, Valley Forge).
- Life during the Revolution (including slaves, Native Americans, Loyalists and Patriots).
- British surrender, terms of peace.
- Results of the Revolution.

Geography (political and physical)

- Historical maps—changes over time (1607–1783).
- Political maps—colonies, states, territories.
- Environmental maps—comparing regions within North America.
- Battle maps—charting the progress of the war.

Economics

- Taxation and tariffs.
- Relationship between colonies and home country.
- Trade—mercantilism, Caribbean, natural resources.
- Raising money for an army.

Culture and Society

- Colonial life.
- Freedom of religion (Puritans, Quakers, Roger Williams/Anne Hutchinson).
- Early slavery.
- Roles of women.
- Native Americans, Blacks.

Politics and Government

- Representation in Parliament.
- Tyranny vs. freedom.
- Equality, rights, consent of the governed.
- Continental Congress.
- Declaration of Independence.

Final Project

Town Hall Meeting: Should we join the Revolution?

In this project, students will engage in a mock “Town Hall” meeting where Loyalists and Patriots will attempt to convince each other and the neutral townspeople to join their cause. Students will work in pairs to research a character (a Loyalist, Patriot, or neutral party) and prepare arguments for or against joining the Revolutionary War.

At the start of the unit, assign a character to each student pair (neutral characters will be “composites” representing average colonists such as a farmer, a seamstress, a printer, etc.) and have them begin research. *See sample lesson #2 for details.*

Student Research

- Student pairs will research and take notes on the lives of their characters (sample lesson #2).
- Next, students will research the arguments in favor of and/or in opposition to the war. Students representing neutral characters will need to research both the pros and cons to prepare for evaluating the two sides.
- Pairs representing the Patriots and Loyalists will craft short oral arguments (3–5 minutes for each pair) in support of their position. Arguments should include a brief introduction, several different points in support of their position, and a brief conclusion. They should also be prepared for questions they anticipate the neutral townspeople might ask.
- To avoid repetition, the two “teams” (Loyalist and Patriot) should meet prior to the Town Hall meeting to discuss who will make which points during the meeting.

Town Hall Meeting

- Students will play the roles of colonists living in an imaginary town (could be in any of the British colonies, but should be somewhere where such a meeting might realistically include people of different races, ages, and genders).
- Each character will present his/her argument to the assembled townspeople in 3–5 minutes.
- After all the characters on one side have presented their arguments, the characters from the opposing side will present their arguments.
- Neutral characters may ask clarifying questions of each side, which can be answered by any character from the side being questioned.
- Neutral characters will act as judges for the arguments. *See Town Hall Meeting Evaluation Sheet.* This group does not have to come to consensus—individuals may choose to join one side or another.

Town Hall Meeting Evaluation Sheet

Use this sheet to evaluate the oral arguments given by each character.

List all the points the characters in each group make for their position. Do not write out everything they say—just a quick note.

- When the entire group is finished speaking, put a check on the second chart next to each item they did well during their presentation.
- Add up the number of arguments they made and the checks you marked.

Patriot Argument Points	Loyalist Argument Points
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Patriot Checklist	Loyalist Checklist
___ Arguments were persuasive.	___ Arguments were persuasive.
___ Convincing role-play of characters.	___ Convincing role-play of characters.
___ Made eye contact with the audience at least some of the time.	___ Made eye contact with the audience at least some of the time.
___ Used a visual display.	___ Used a visual display.
___ Engaging or interesting style.	___ Engaging or interesting style.
Total Patriot Score _____	Total Loyalist Score _____

Resources

Books:

<i>Eyewitness: American Revolution</i>	Stuart Murray	0-7566-1059-1
<i>Atlas of United States History</i>	<i>Nystrom</i>	0-782507824
<i>War Comes to Willy Freeman</i>	James Collier	0440495040
<i>Colonial Life and the Revolutionary War in NY</i>		0-8239-8407-9
<i>Famous Women of the American Revolution</i>	Thornton, Jeremy	0823962768
<i>George Washington</i>	Egan, Tracie	0-8239-4183-3
<i>John Paul Jones: American Naval Hero</i>	Chris Hayhurst	0-8239-4185-X
<i>New York and the New Nation</i>		0-8239-8408-7
<i>One Life to Lose for My Country</i>	Holly Cefrey	0-8239-4372-0
<i>The Battle of Lexington and Concord (The Atlas of Famous Battles of the American Revolution)</i>	Scott P. Waldman	0-8239-6328-4
<i>The Continental Congress</i>	Betty Burnett	0-8239-4510-3
<i>Tories and Patriots: Neighbors at War</i>	Jeremy Thornton	0-8239-6279-2
<i>American Revolution, 1700-1800</i>	Masoff	0-439-05110-X
<i>Come All You Brave Soldiers</i>	Cox	0-590-47577-0
<i>If You Lived at the Time of the American Revolution</i>	Moore	0-590-67444-7
<i>Lexington and Concord</i>	Kent	0-516-26229-7
<i>My Brother Sam Is Dead</i>	Collier	0-590-42792-X
<i>Revolution News</i>	Maynard	0-439-17370-1
<i>The Secret Soldier</i>	McGovern	0-590-43052-1
<i>Colonies and Revolution</i>	King	0-47144391-3
<i>Black Heroes of the American Revolution</i>	Davis	0-15208561-0
<i>Johnny Tremain</i>	Forbes	0-44044250-8
<i>The Secret of Sarah Revere</i>	Rinaldi	0-15204684-4
<i>Can't You Make Them Behave, King George?</i>	dePaola	0-69811402-7
<i>History of Us: Colonies to Country</i>	Hakim	0-19515324-3

Internet Resources:

PBS's *Liberty! The American Revolution*
<http://www.pbs.org/ktca/liberty/index.html>

Colonial Williamsburg's "Loyalty or Liberty" interactive Web site
<http://www.history.org/History/teaching/revolution/loyalty.html>

PBS's *Africans in America, Part 2: The American Revolution*
<http://www.pbs.org/wgbh/aia/part2/2narr4.html>

Kid Info's Reference Resources: The American Revolution
http://www.kidinfo.com/American_History/American_Revolution.html

AmericanRevolution.org
<http://www.americanrevolution.org/home.html>

Digital History: Interactive Timeline
<http://www.digitalhistory.uh.edu/timeline/timelineO.cfm>

Colonial and Revolution era maps

<http://scarlett.libs.uga.edu/darchive/hargrett/maps/maps.html>

Virtual Jamestown

<http://www.vcdh.virginia.edu/jamestown/page2.html>

Extensive narrative description of the Battle of Long Island (aka Battle of Brooklyn)

<http://www.brooklynonline.com/bol/history/battle.xhtml>

Loyalist propaganda published in New York City in 1779

<http://users.erols.com/candidus/propda.htm>

Timeline of America during the Age of Revolution, 1764–1789

<http://memory.loc.gov/ammem/bdsds/timeline.html>

Loyalists during the American Revolution

http://odur.let.rug.nl/~usa/H/1994/ch3_p14.htm

Internet Resources for the Teacher:

Library of Congress: American Revolution Maps and Battles

<http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html>

Library of Congress: American Memory search by keywords

<http://memory.loc.gov/ammem/index.html>

Digital History: Interactive Timeline

<http://www.digitalhistory.uh.edu/timeline/timelineO.cfm>

National Archives teaching site (documents, lesson plans, etc.)

http://www.archives.gov/digital_classroom/index.html

Films:

Revolution

Starring: Al Pacino, Donald Sutherland

Director: Hugh Hudson

Rating: PG

1776

Starring: William Daniels, Howard Da Silva

Director: Peter Hunt

Rating: PG

The Crossing

Starring: Jeff Daniels

Director: Robert Harmon

Rating: PG

The Patriot

Starring: Mel Gibson

Director: Roland Emmerich

Rating: R (teacher should use his/her discretion to choose appropriate excerpts)

Fieldwork:

National Museum of the American Indian

<http://www.nmai.si.edu/>

This museum is located next to Battery Park in downtown NYC.

Some of the information on this web site relates to the new NMAI that recently opened in Washington, DC.

Old Stone House

<http://www.historichousetrust.org/museum.php?msmid=13>

Historic site of Revolutionary battle, located in J.J. Byrne Park at 4th Avenue and 3rd Street in Brooklyn.

New York Freedom Trail

<http://www.nyfreedom.com>

Site designed to memorialize NY's contribution in the Revolution. Has descriptions of the Battle of Long Island, including the Old Stone House and Battle Pass.

Sample Lessons

Reasons for War: Analysis of the Declaration of IndependencePage 16
Daily Life of Colonists: Research of Colonial Characters (Patriots, Loyalists, Neutral Colonists)Page 22
Analysis of Revolutionary War Battle MapPage 25
Visual Literacy: Analyzing Political Cartoons and IllustrationsPage 28

Why did colonists rebel against England?

Learning Goals:

- Students will examine the Declaration of Independence to evaluate the reasons for revolution.
- Students will understand the Declaration of Independence as an example of a persuasive essay, examining the rhetoric and evidence for independence used in the document.

Materials:

- Declaration of Independence sheet with vocabulary words defined.
- 5-3-1 sheet.

Mini Lesson:

1. Distribute the Declaration of Independence sheet with vocabulary and the 5-3-1 sheet.
2. Explain the 5-3-1 activity (outlined below).

Student Activity:

1. Students read the document and jot down the five most significant complaints outlined in it on the 5-3-1 sheet.
2. Students share their choices in pairs and together decide on the three most significant complaints, jotting them down on the 5-3-1 sheet.
3. Students share in groups (4–6 students per group) and together decide on the single most significant complaint listed in the Declaration of Independence.

Share:

Share the group results as a class.

Assessment:

Informal observation during student activity to determine student understanding.

Possible Extensions:

Students read the document in groups to decide how it should sound if read aloud. What words or phrases should be emphasized? Follow with dramatic readings by students.

Action of Second Continental 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 refused his **Assent** to Laws, the most wholesome and necessary for the public Good.

HE has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

HE has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would **relinquish** the Right of

impel: to force somebody to do something

self-evident: obvious without explanation or proof

unalienable: unchangeable

consent: permission

alter: change

abolish: destroy

prudence: good sense

usurpations: the taking of something without the right to do so

evinces: shows clearly

despotism: cruel and unfair use of power

tyranny: government by someone who exercises absolute power cruelly and unfairly

assent: expression of agreement or acceptance

relinquish: to give something up

<p>quartering: having soldiers stay in the homes of colonists free of charge and without permission</p>	<p>Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.</p> <p>HE has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.</p> <p>HE has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.</p> <p>HE has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of the 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 the Convulsions within.</p> <p>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.</p> <p>HE has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.</p> <p>HE has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.</p> <p>HE has erected a Multitude of new Offices, and sent hither Swarms of Officers to harass our People, and eat out their Substance.</p> <p>HE has kept among us, in Times of Peace, Standing Armies, without the consent of our Legislatures.</p> <p>HE has affected to render the Military independent of and superior to the Civil Power.</p> <p>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:</p> <p>FOR quartering large Bodies of Armed Troops among us;</p> <p>FOR protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:</p> <p>FOR cutting off our Trade with all Parts of the World:</p>
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<p>arbitrary: chosen at random; based only on personal wishes or feelings, rather than on facts, reasons, or principles</p> <p>abdicated: abandoned; given up</p> <p>plundered: robbed</p> <p>ravaged: destroyed</p> <p>redress: something given to pay for loss or damage</p> <p>magnanimity: great generosity</p> <p>conjured: pleaded with someone to do something</p>	<p>FOR imposing Taxes on us without our Consent:</p> <p>FOR depriving us, in many Cases, of the Benefits of Trial by Jury:</p> <p>FOR transporting us beyond Seas to be tried for pretended Offences:</p> <p>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 Rules into these Colonies:</p> <p>FOR taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:</p> <p>FOR suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.</p> <p>HE has abdicated Government here, by declaring us out of his Protection and waging War against us.</p> <p>HE has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.</p> <p>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 and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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<p>kindred: closeness to somebody due to a similarity of character or interests</p> <p>consanguinity: a close relationship or connection</p> <p>absolved: released from an obligation or requirement</p>	<p>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.</p> <p>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.</p>
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John Hancock.

GEORGIA, *Button Gwinnett, Lyman Hall, Geo. Walton.*

NORTH-CAROLINA, *Wm. Hooper, Joseph Hewes, John Penn.*

SOUTH-CAROLINA, *Edward Rutledge, Thos Heyward, junr., Thomas Lynch, junr., Arthur Middleton.*

MARYLAND, *Samuel Chase, Wm. Paca, Thos. Stone, Charles Carroll, of Carrollton.*

VIRGINIA, *George Wythe, Richard Henry Lee, Ths. Jefferson, Benja. Harrison, Thos. Nelson, jr., Francis Lightfoot Lee, Carter Braxton.*

PENNSYLVANIA, *Robt. Morris, Benjamin Rush, Benja. Franklin, John Morton, Geo. Clymer, Jas. Smith, Geo. Taylor, James Wilson, Geo. Ross.*

DELAWARE, *Caesar Rodney, Geo. Read.*

NEW-YORK, *Wm. Floyd, Phil. Livingston, Frank Lewis, Lewis Morris.*

NEW-JERSEY, *Richd. Stockton, Jno. Witherspoon, Fras. Hopkinson, John Hart, Abra. Clark.*

NEW-HAMPSHIRE, *Josiah Bartlett, Wm. Whipple, Matthew Thornton.*

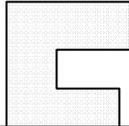
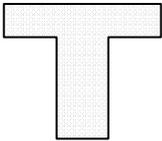
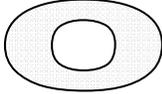
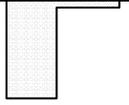
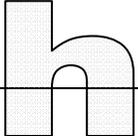
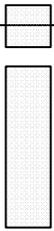
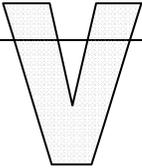
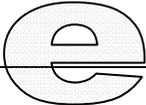
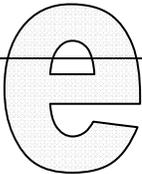
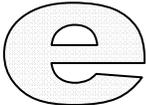
MASSACHUSETTS-BAY, *Saml. Adams, John Adams, Robt. Treat Paine, Elbridge Gerry.*

RHODE-ISLAND AND PROVIDENCE, *C. Step. Hopkins, William Ellery.*

CONNECTICUT, *Roger Sherman, Saml. Huntington, Wm. Williams, Oliver Wolcott.*

IN CONGRESS, JANUARY 18, 1777.

Read the complaints about King George III and the British Government in the Declaration of Independence. **By yourself**, select the **FIVE** most important points and write them down in the left column. **With a partner**, each share your five selections, and then come to agreement on **THREE** really important points and record them in the center column. Now, as a table, share your selections and come to consensus on the **ONE** single most important complaint about King George III and British rule. Get ready to share your table's most important point.

Five (5) (on your own)	Three (3) (with a partner)	One (1) (as a table group)
1. 	1. 	1. <i>The one (1) most important point.</i>   
2. 		
3. 	2. 	
4. 	3. 	
5. 		

What was life like for colonists during the American Revolution?

Learning Goals:

Students will research the everyday life of different British colonists.

Materials:

- Character name cards.
- Variety of books and resources on Colonial America and the American Revolution.
- Web for recording findings.

Mini Lesson:

1. Divide books evenly, either categorizing by table, or distributing a variety of books to each student group. Students may rotate through tables with categories or may share info they find later.
2. Review the different categories of the scavenger hunt activity sheet with students to clarify words/phrases.
3. Review research strategies of searching by keyword and using the index, table of contents, glossary, title of book, etc.

If computers are available, model an Internet search in this or additional lesson depending on student experience.

Student Activity:

1. Distribute character cards (two students for each character), telling students they will be researching the character (or composite character) on their cards.
2. Students look through the books and on computers if available, to locate information pertinent to their characters.
3. Student pairs complete the Character Web worksheet based on the information they locate (may complete in additional lesson or for homework as needed).

Share:

Partners share their findings with one or two additional pairs. At this time, they may also add information they get from partners to their own activity sheets.

Assessment:

1. Informal observation and discussion during student research to determine student understanding.
2. Assessment of Character Web.

Notes on Daily Life

Notes about my occupation

Character's Name

Clothing I wear

Notes on my spouse's occupation

Tools of my Trade

Social Class

Notes on my colonial region

What my house looks like

Other people & occupations I interact with

<i>Paul Revere</i>	<i>Thomas Hutchinson</i>	<i>Farmer</i>
<i>Phillis Wheatley</i>	<i>Joseph Galloway</i>	<i>Free African American printer</i>
<i>Mercy Otis Warren</i>	<i>Flora MacDonald</i>	<i>Ship captain</i>
<i>Deborah Sampson</i>	<i>James Chalmers</i>	<i>Minister</i>
<i>Thomas Paine</i>	<i>John Singleton Copley</i>	<i>Owner of a general store</i>
<i>John Paul Jones</i>	<i>William Franklin</i>	<i>Seamstress widow raising five small children</i>

What were the turning points of the Revolution?

Learning Goals:

- Students will analyze and interpret a battle map.
- Students will create a timeline based on the information in a battle map in order to draw conclusions about the Revolutionary War.

Materials:

- Class set of map on page 38 of Nystrom's *Atlas of United States History* (from the classroom collection).
- Copy of the map on overhead transparency.
- Large paper with timeline of the war—years only, not events. The timeline should be large enough for all students to read the dates.
- Timeline worksheet for individual students.

Mini Lesson:

1. Display battle map on overhead. Demonstrate tools for reading the map (bullets with background, key, scale, dates, and descriptions).
2. Point out to students how looking at the information on a map in a different format can sometimes be helpful.
3. Show students the blank (years only) timeline of the war. Model for students how to look for the first battle on the map and transfer it to the timeline.
4. Tell students they will repeat this process on their own timelines and then look for patterns (see student activity below).

Student Activity:

1. Distribute copies of the map (or atlas if a class set is available) and timeline.
2. Students transfer battles from the map to their timelines.
3. In pairs, students look for patterns and trends and note them on their timeline sheets. Students may notice a change in location of battles, patterns of British and Patriot victories, etc.

Share:

- Students record battles on the class timeline (red marker for British victories; blue marker for Patriot victories).
- Discuss patterns and trends students noticed.

Assessment:

Assessment of timelines and student remarks.

Possible Extensions:

- Students work in pairs or individually to research one major battle in depth (see battle recording sheet) to flesh out the large timeline.
- Students write letters to or from commanders at one of the battles.
- Students illustrate one of the battles in the style of John Copley.

Note: If you do not have access to a color copier, this activity will need to be modified. One option is to change the red stars to circles. This may actually work better by hand.

Battle Information Sheet

<p><u>Battle Name/Location:</u></p> <p>Date:</p> <p># American Soldiers:</p> <p># British Soldiers:</p>	<p><i>Events Leading to Battle</i></p>
<p><i>Important Figures</i></p> <p>American:</p> <p>British:</p>	<p><i>What They Did in Battle</i></p>
<p><i>Outcome of the Battle</i></p> <p>Winner:</p> <p>Casualties</p> <p>Americans:</p> <p>British:</p>	<p><i>Results of the Battle/Impact on the War</i></p>
<p>Extra Notes</p>	

Patriots Fight the Revolutionary War

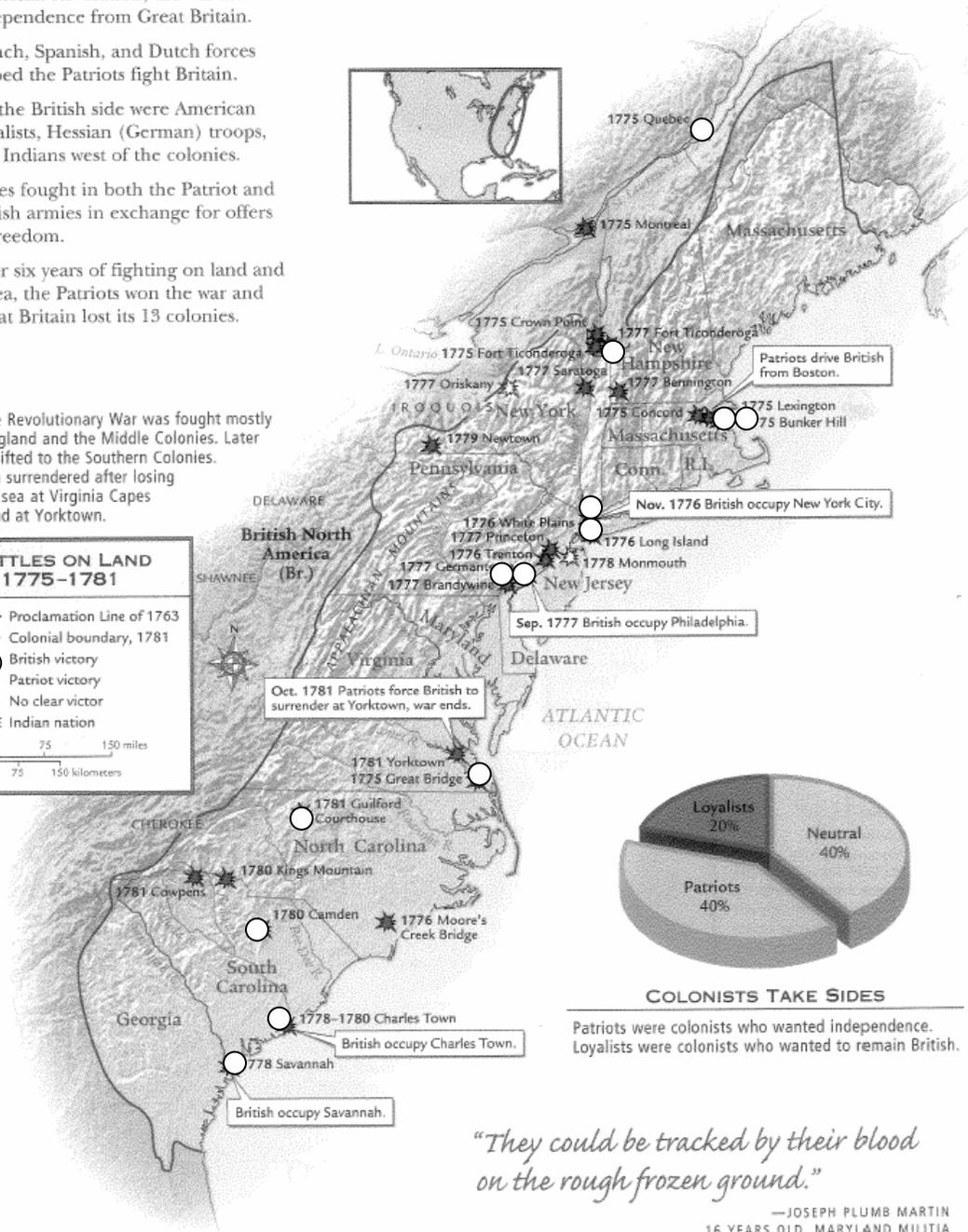
- 28 Colonial rebellion grew into the American Revolution, the war for independence from Great Britain.
- 28 French, Spanish, and Dutch forces helped the Patriots fight Britain.
- 28 On the British side were American Loyalists, Hessian (German) troops, and Indians west of the colonies.
- 28 Slaves fought in both the Patriot and British armies in exchange for offers of freedom.
- 28 After six years of fighting on land and at sea, the Patriots won the war and Great Britain lost its 13 colonies.

At first the Revolutionary War was fought mostly in New England and the Middle Colonies. Later the war shifted to the Southern Colonies. The British surrendered after losing battles on sea at Virginia Capes and on land at Yorktown.

BATTLES ON LAND 1775-1781

- Proclamation Line of 1763
- Colonial boundary, 1781
- British victory
- ★ Patriot victory
- ☆ No clear victor

SHAWNEE Indian nation



"They could be tracked by their blood on the rough frozen ground."

— JOSEPH PLUMB MARTIN
16 YEARS OLD, MARYLAND MILITIA
DESCRIBING BAREFOOT TROOPS AT VALLEY FORGE

Adapted from Nystrom's *Atlas of United States History*, page 38.

This atlas is in the social studies core curriculum library.

How were the views of the colonists represented in art?

Learning Goals:

- Students will analyze and interpret political cartoons and illustrations.
- Students will recognize the power of propaganda in visual art.
- Students will gain a deeper understanding of issues and historical events/periods.

Materials:

- Revolutionary era political cartoons.
- Teacher’s choice of other cartoons of era (many images are available on google.com).
- Worksheet: Analyzing Images/Political Cartoons.
- Chart paper.
- Notebooks/pens/pencils.

Mini Lesson:

1. Define visual literacy. Essentially, it is learning how to “read” images. The same skills are used in reading images—activating prior knowledge and experience, understanding symbols, et al.
2. Model the process of “reading” a political cartoon. *Either use one cartoon on an overhead or have students follow along on individual copies.*
3. Teacher models answering the following three questions with a sample political cartoon while students take notes on the process:
 - a) **What is physically happening in the picture?** This is an objective view of the image, without any opinion or interpretation yet. Tell the story of the picture, exactly as you see it.
 - b) **What symbols/words are used?** Political cartoons use symbols (including symbolic colors), recognizable figures, and familiar words or phrases. Our prior knowledge helps us to discern these symbols, or at least to guess at what they might mean.
 - c) **What do you think the artist is trying to say?** The final step is the interpretation. Put the information of the first two steps together to make an informed guess as to what the artist is trying to say, what his/her opinion is regarding the topic at hand. It may be necessary to go back to the first two steps to rethink possible symbols and to look again at what is physically happening in order to pick up clues.

Student Activity:

1. Students work in pairs to analyze political cartoons from the Revolutionary era.
2. Students record their findings on the analysis worksheet.

Share:

Partners share their findings at their tables and/or with the whole class.

Assessment:

- Informal assessment of student activity.
- Assessment of analysis worksheet.

Possible Extensions:

Students may create their own political cartoons. Class may then do a gallery walk of each other’s political cartoons to analyze/discuss each other’s work.



By Benjamin Franklin
Cartoon in *The Pennsylvania Gazette*
May 9, 1754

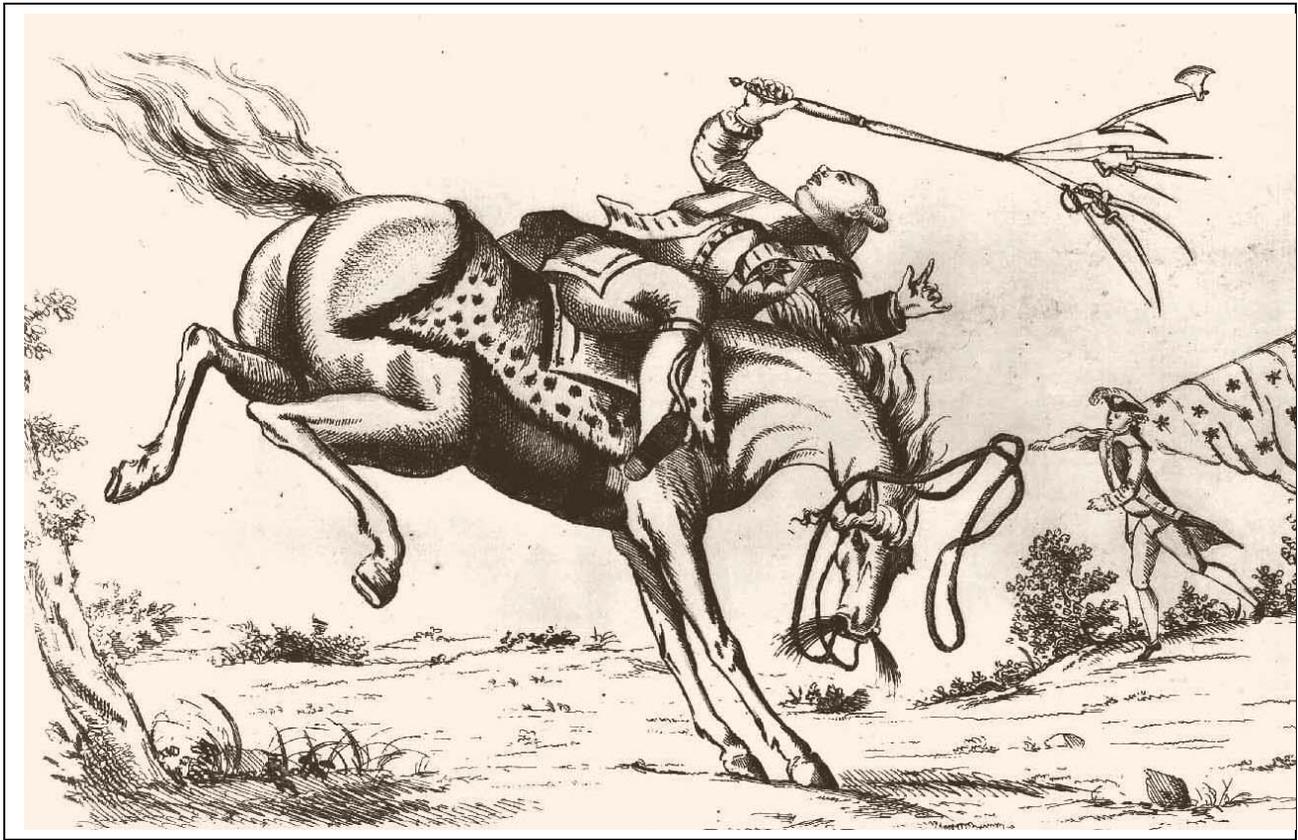
Image available at <http://www.loc.gov/exhibits/us.capitol/one.jpg>



The Bostonians Paying the Excise (tax) Man (1774)
Color engraving by an unknown artist

Image available at http://www.ccsd.edu/Link/LMS/RevDBQ/document_5.htm

Note: On a clearer version of this print, you will see the word “tea” on the vessel the colonists are putting into the excise man’s mouth and the words “stamp act” upside down on the tree.



The Horse America, Throwing his Master

Image available at <http://lcweb2.loc.gov/ammem/bdsds/photo03.jpg>



The Wise Men of Gotham and their Goose
February 16, 1776
W. Humphrey Gerard, Street Soho

Image available at <http://www.lclark.edu/~jhart/mezzo1775/mezzodated1776.html>

Analyzing Images/Political Cartoons

<i>Title of Image</i>	<i>Describe what you see.</i>	<i>What words and symbols did the artist use?</i>	<i>What message was the artist sending?</i>
<i>Join, or Die</i>			
<i>Bostonians Paying the Excise Man</i>			
<i>The Horse America, Throwing his Master</i>			
<i>The Wise Men of Gotham and their Goose</i>			

Name _____

Title/caption for this cartoon _____

What is physically happening in the picture?

What symbols and words are used?

What do you think the artist of the cartoon is saying?

TIMELINE OF AMERICAN REVOLUTION

1624

The first Dutch colonists arrive in New Amsterdam.

1626

The first 11 enslaved Africans arrive in New Amsterdam.

1664

The British take New Amsterdam and rename it New York.

1763

The Treaty of Paris ends the French and Indian War and gives England all of North America.

1764

Britain passes the Sugar Act, which taxes sugar and prohibits the colonies from issuing paper money.

1765

Sons of Liberty is formed.

1765

Britain passes the Stamp Act.

1765

The Quartering Act is passed and forces colonists to provide housing for soldiers.

1766

St. Paul's Chapel is completed.

1768

A meeting at Fraunces Tavern creates the New York Chamber of Commerce.

1768

English troops arrive in Boston to enforce the new laws.

1770

The Boston Massacre takes place.

1773

The Tea Act allows East India Tea Company to sell tea for less than American merchants.

1773

The Boston Tea Party takes place.

1773

Mercy Otis Warren's play, *The Defeat*, is published.

1773

Phyllis Wheatley publishes *Poems on Various Subjects, Religious and Moral* .

1774

England closes the port of Boston.

1774

The New York Tea Party takes place.

1775

The American Revolution begins on April 19th.

1776

Phyllis Wheatley honors George Washington's appointment as commander-in-chief with a poem, "Ode to George Washington."

1776

George Washington's army arrives in New York City.

1776

New Yorkers use statue of King George III for musket balls.

1776

Margaret Corbin takes the place of her husband on the battlefield of Fort Washington after he is killed.

1776

An immense British fleet anchors in New York Harbor.

1776

Washington is defeated in Brooklyn and escapes with his troops to Harlem.

1776

Washington, in an attempt to secure New York, is defeated by the British again at Fort Washington.

1776

New York falls under British control and will remain so for seven years.

1776

A fire breaks out in New York City and burns down one third of the city.

1778

Deborah Sampson enlists in the American army as Robert Shirtliffe.

1779

Margaret Corbin is awarded a military pension.

1781

The Revolution is won by America.

1783

The United States and England sign a peace treaty.

1783

A large exodus of Loyalists and free blacks takes place from New York City.

1789

George Washington becomes the first president of the United States. New York City serves as temporary capital.

1791

Mercy Otis Warren publishes *The History of the Rise, Progress, and Termination of the American Revolution*.

Comprehensive timeline of events leading up to war, the war itself and the aftermath available at:

<http://www.historyplace.com/unitedstates/revolution/revwar-75.htm>

Notes: