



Core Knowledge®

HISTORY AND GEOGRAPHY

The American Revolution

Teacher Guide



Paul Revere's ride



George Washington



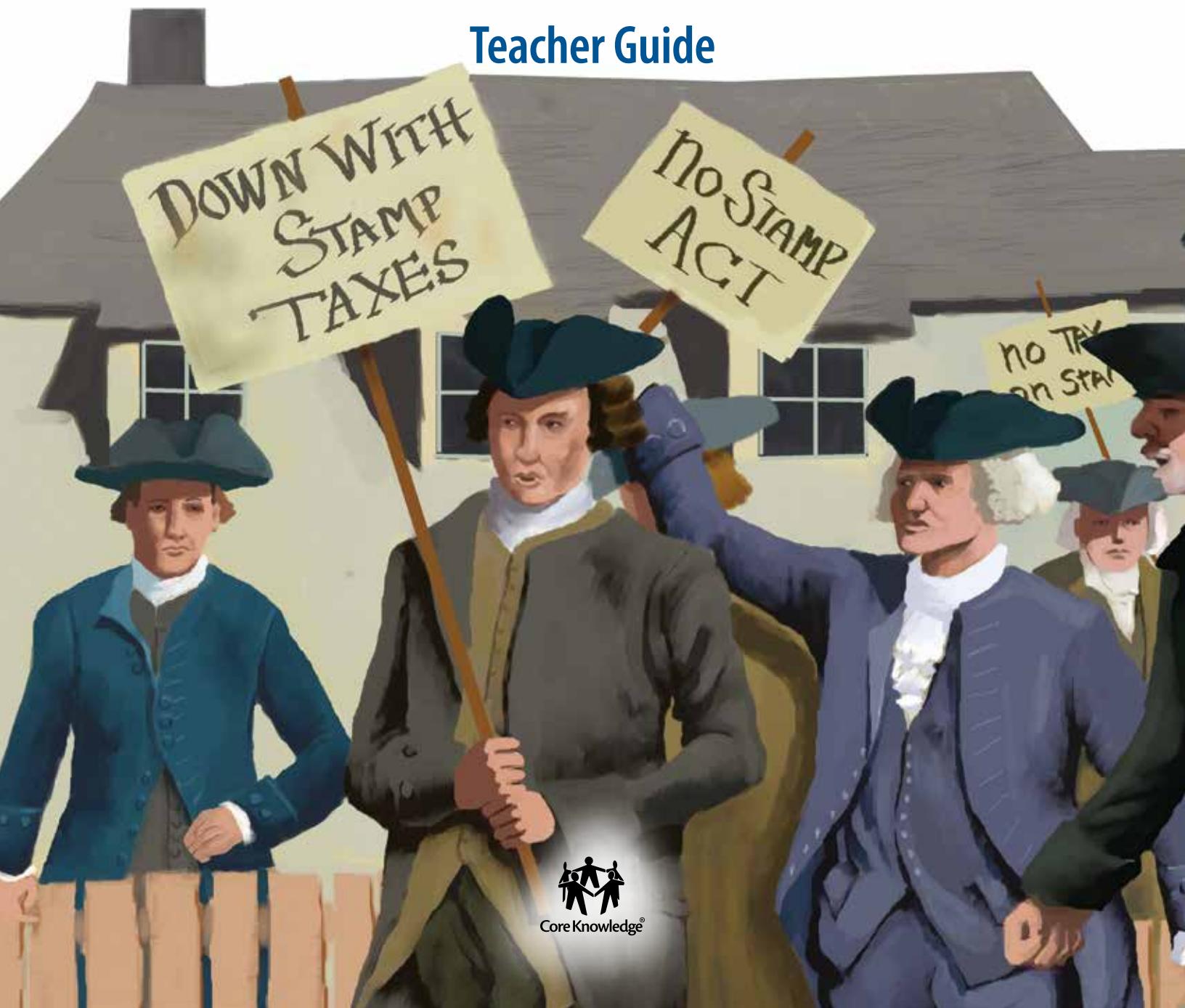
Crispus Attucks



Stamp Act Crisis

The American Revolution

Teacher Guide



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The American Revolution

Table of Contents

Introduction	1
<i>The American Revolution Sample Pacing Guide</i>	18
Chapter 1 Meet the Colonists	22
Chapter 2 If You Had Lived in the Colonies	30
Chapter 3 The Rights of Englishmen	36
Chapter 4 Learning Hard Lessons	41
Chapter 5 The French and Indian War	45
Chapter 6 The Quarrel with Britain Begins	51
Chapter 7 The Stamp Act Crisis	55
Chapter 8 Parliament Stumbles Again	61
Chapter 9 A Change in Thinking	67
Chapter 10 A Tea Party in Boston	71
Chapter 11 The Colonies Resist	76
Chapter 12 The Fighting Begins	81
Chapter 13 Preparing for War	89
Chapter 14 The Great Declaration	94
Chapter 15 A Discouraging Start	100
Chapter 16 Raising America's Spirits	104
Chapter 17 Saratoga	109
Chapter 18 Valley Forge	114
Chapter 19 Fighting Shifts to the South	120
Chapter 20 The World Turned Upside Down	125
Teacher Resources	130

The American Revolution Teacher Guide

Core Knowledge Sequence History and Geography 4

UNIT 7

Introduction

ABOUT THIS UNIT

The Big Idea

Immigrants came to America from countries all over the Atlantic world. As they settled, they borrowed ideas and customs from one another. This borrowing and sharing helped to bring the colonists together. In time, disagreements about principles of government led the colonists to seek and establish their own identity and independence from Britain.

The colonists played an active role in securing a British victory during the French and Indian War. Despite this fact, Great Britain was unwilling to give the colonists the rights they yearned for and felt they deserved as part of their “rights of Englishmen.” Early conflict between the colonies and Parliament emerged after the Proclamation of 1763, which prohibited settlement west of the Appalachians. Further fuel was added to the fire with passage of the Stamp Act. A pattern of perceived abuses by the Crown led to increased unrest among the British colonies, especially around the issue of “taxation without representation.” Though neither side wanted a fight, war between the colonies and Great Britain became increasingly likely. The fate of the colonies was sealed on July 4, 1776, and would not be resolved until Lord Charles Cornwallis surrendered at Yorktown on October 17, 1781, marking the end of the American Revolution. The colonists—English no more—were independent Americans.

What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

Kindergarten, Grade 1

- The location of the thirteen original English colonies
- Fourth of July
- The Boston Tea Party
- Paul Revere's Ride: "One if by land, two if by sea"
- Minutemen and Redcoats: "the shot heard 'round the world"
- Thomas Jefferson and the Declaration of Independence: "We hold these truths ..."
- George Washington: from military commander to first president
- Benjamin Franklin: patriot, inventor, and writer
- The legend of Betsy Ross and the flag

Grade 3

- The differences in climate and agriculture among the three colonial regions
- The location of the thirteen colonies and important cities, such as Philadelphia, Boston, New York, and Charleston
- Southern colonies: Virginia (especially the story of Jamestown), Maryland, South Carolina, Georgia; the founders of these colonies, their reliance on slavery; the Middle Passage
- New England colonies: Massachusetts (especially Pilgrims and Puritans), New Hampshire, Connecticut, Rhode Island: development of maritime economy and the influence of religion
- Middle Atlantic colonies: New York, New Jersey, Pennsylvania, Delaware; the Dutch in New York, Penn and the Quakers in Pennsylvania

Time Period Background

This timeline provides an overview of key events. Use a classroom timeline with students to help them sequence and relate events that occurred from 1754 to 1781.

1754–1763	French and Indian War
1765	Stamp Act
1767	Townshend Acts
1770	Boston Massacre
1773	Tea Act
	Boston Tea Party
1774	Intolerable Acts
	First Continental Congress
1775	Paul Revere's Ride
	Battles of Lexington and Concord
	Second Continental Congress
	Battle of Bunker Hill
	Washington appointed as commander in chief of the Continental Army
1776	Declaration of Independence
1777	Battle of Saratoga
1777–1778	Winter encampment at Valley Forge
1781	Surrender of British at Yorktown

What Students Need to Learn

- The French and Indian War, also known as the Seven Years' War, was part of an ongoing struggle between Britain and France for control of colonies, as background to the American Revolution, including:
 - Alliances with Native Americans
 - The Battle of Quebec
 - British victory gains territory but leaves Britain financially weakened.
- Causes and provocations of the American Revolution, including:
 - British taxes, "No taxation without representation"
 - Boston Massacre and Crispus Attucks
 - Boston Tea Party
 - The Intolerable Acts close the port of Boston and require Americans to provide quarters for British troops.
 - First Continental Congress protests to King George III.
- The Revolution, including:
 - Paul Revere's Ride, "One if by land, two if by sea"
 - The fighting at Lexington and Concord, including "the shot heard 'round the world," and redcoats and Minutemen
 - Bunker Hill
 - Second Continental Congress: George Washington appointed commander in chief of Continental Army
 - Thomas Paine's *Common Sense*
 - Declaration of Independence (primarily written by Thomas Jefferson; adopted July 4, 1776; "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.")
 - Some representative women in the Revolution: Elizabeth Freeman, Deborah Sampson, Phillis Wheatley, Molly Pitcher
 - Loyalists (Tories)
 - Victory at Saratoga, alliance with France
 - Some representative European allies (Marquis de Lafayette, the French fleet, Bernardo de Gálvez, Thaddeus Kosciusko, Baron Frederick von Steuben)
 - Valley Forge
 - Benedict Arnold
 - John Paul Jones ("I have not yet begun to fight.")
 - Nathan Hale ("I only regret that I have but one life to lose for my country.")
 - Cornwallis's surrender at Yorktown

AT A GLANCE

The most important ideas in Unit 7 are:

- By defeating the French in the French and Indian War, the British established themselves as the dominant power in North America.
- The French and Indian War resulted in a change in British policy toward the colonies and increased taxation, which contributed greatly to the discontent that the colonists felt toward Great Britain.
- With each move by the British government—new taxes, show of military force, and usurpation of colonial rights—and countermove by the colonists—boycott, street protest, Boston Tea Party, and convening of the Continental Congress—the colonies came closer to declaring their independence.
- The fighting at Lexington, Concord, and Bunker Hill took place before the formal Declaration of Independence and organization of an army.
- The Declaration of Independence, largely written by Thomas Jefferson, is a key document in American history and one that students should recognize and understand.
- The alliance with France was pivotal to the Americans winning the war.
- The stories of representative men and women help to illustrate the courage and determination of the new nation.

WHAT TEACHERS NEED TO KNOW

Geography Related to the Thirteen Colonies

You may find it helpful to refer to activity page Map of the Thirteen Colonies (AP 1.2) on page 142 while reading this section.

Each group of people culturally adapted to the climate and terrain of their colony, finding different ways to produce food and use resources available to them. Each region had a variety of terrain, from coastal plain to mountainous backcountry with corresponding climates.

New England Colonies

Agriculture in the New England colonies was hampered by both the climate and the physical environment. New England experiences long, cold, and very snowy winters and short, warm summers. Crops that grow well in the other regions, such as rice and wheat, do not thrive in this climate. In addition, the soil is rocky or sandy and generally poor for growing crops.

As a result, farming in New England was limited to small farms on which families managed to grow enough to feed themselves and not much else.

These subsistence farmers grew vegetables, apples, and possibly a field of grain crops (often oats that were fed to livestock).

Fortunately for the colonists, New England was heavily forested, and those forests became the basis for thriving maritime industries. Cities such as Boston, Massachusetts, and Portsmouth, New Hampshire, became major centers for shipbuilding. Coastal towns were home to fleets of fishing boats that fished in the coastal waters for cod, lobster, and other shellfish. By the mid-1600s, fish was New England's most important export. International trade also depended on New England shipbuilding and sailors. Colonial ships based in New England ports such as Boston and Salem, Massachusetts, sailed to England and the Caribbean. Some ships participated in the slave trade between Africa and the Caribbean and North America.

Middle Atlantic Colonies

The climate in the Middle Atlantic region is more moderate, with milder, shorter winters than in New England and a longer overall growing season from spring to fall. Because of the more advantageous climate and fertile soil, cereal crops—wheat, oats, corn—and many vegetables and fruits grow well in this region.

Farms in the Middle Atlantic colonies varied in size. There were some very large estates on which tenant farmers worked for wealthy owners, but most farms were owned by a single family. The proprietors of Pennsylvania made land available cheaply to anyone willing to work it. As a result, the average farm in these colonies was approximately one hundred acres.

Southern Colonies

The Southern colonies had a warm climate with a long growing season, abundant rainfall, and fertile soil. Whereas New England farmers were subsistence farmers, farming just enough for their families, and Middle Atlantic farmers used a system of mixed farming, raising a variety of crops and some livestock, large-scale Southern farmers were one-crop farmers. They relied on one cash crop—it might be tobacco, rice, indigo, or (later) cotton—year in and year out. This is not to say that there were no small farmers in the Southern colonies, but they did not drive the economy. Like New England farmers, small Southern farmers were subsistence farmers, raising just enough to eat with maybe a little left over to sell.

The origin of the one-cash-crop economy can be traced all the way back to Jamestown, where large-scale planting of tobacco was instrumental in saving the colony from economic ruin. Subsequent colonists followed this model, using it to cultivate rice and later indigo, from which a blue dye is made. To be economically viable, these crops all required large amounts of land and many workers. Farmers who worked these crops established large farms that became known as plantations. The landowners were called planters. As these farmers opened up more land, they needed an abundant, cheap source of workers. It became more difficult over time to find indentured servants—Europeans willing to work for a period of seven years in exchange for their passage to the colonies in addition to food, clothing, and shelter. Planters therefore began to rely on enslaved Africans for labor.

Important Cities

The first settlements, regardless of the region, were small villages near the coast. Over time some of these villages grew into towns, and by the late 1600s and early 1700s, a few had become large enough to be considered cities. Those that grew into cities had taken advantage of their locations on good harbors to become trading centers. These cities acted as markets not only for international trade with England and English colonies in the West Indies but also for colonists in the backcountry.

Philadelphia

Philadelphia was founded by William Penn in 1681 and laid out in 1682 as a planned city—Penn’s “greene countrie towne.” At the time of the American Revolution, Philadelphia was the second-largest English-speaking city in the world, following London, with a population of more than 30,000. Philadelphia had one of the world’s largest freshwater harbors, located where the Schuylkill and Delaware rivers merge. Backcountry farmers brought wheat, pork, horses, and flour to Philadelphia to sell. In exchange, Philadelphia merchants imported rum, sugar, molasses, and salt, among other goods. Philadelphia was the capital during the American Revolution and served as the new nation’s capital from 1790 to 1800.

Boston

Boston is located at the mouth of the Charles River on Massachusetts Bay. Settled by the Puritans in 1630, two years later the town became the capital of the Massachusetts Bay Colony. Boston also grew to become an important center for shipbuilding and international trade. Export goods included dried cod, pork, and beef. Iron, salt, and molasses were among the imports. Boston was a hotbed of Patriot activity leading up to the American Revolution.

New York City

Originally settled by the Dutch as New Amsterdam, the area was seized by the English in 1664 and renamed New York City in honor of the English king’s brother, the Duke of York.

Building on its beginnings as an important center of trade for the Dutch West India Company, especially in furs, New York City continued to grow and prosper as a commercial center. Its excellent harbor and proximity to the Hudson River—and, therefore, upstate communities—were factors in its growth.

During the American Revolution, the British held the city from 1776 to 1781. In 1789 and 1790, the city served as the new nation’s capital, and George Washington was inaugurated there as the first president of the United States in 1789.

Charleston

Originally known as Charles Towne, the city is built on a peninsula between the Cooper and Ashley Rivers, which empty into the Atlantic Ocean. The city was founded in 1670 in what was then the southern portion of the Carolina colony. In 1729, Carolina was divided into two colonies, and Charleston became the capital of South Carolina. A trading center for rice, indigo, and enslaved people, Charleston was the largest city in the Southern colonies.

Historical Background

Life in the Thirteen Colonies Before the Revolution

The thirteen English colonies in North America were founded between 1607 (Jamestown, Virginia) and 1732 (Georgia). The colonies were founded for different purposes, the most common of which were pursuit of profit and freedom of worship.

The Southern colonies, by and large, developed plantation-based economies dependent on cash crops. Tobacco was the first and most common of these crops. Introduced in Jamestown, tobacco quickly became the main crop grown in Virginia. Plantations in the lowlands of South Carolina grew rice and indigo, crops that were especially suited to the swampy land found there. However, the Southern colonies—especially North Carolina—also had a number of small family farms. Maryland was unique among the Southern colonies because of the role religion played in its founding. Lord Baltimore established the colony as a haven for Catholics, who were being persecuted in England at the time. Catholics turned out to be a minority in the colony, so Maryland's assembly passed a law protecting freedom of worship in the colony. Georgia had a unique role as a “buffer colony” between the English Carolinas and Spanish Florida. Georgia's founder envisioned his colony as a slavery-free new start for English debtors. However, few debtors accepted the opportunity, and the colony did eventually develop a plantation economy dependent on slavery.

New York, originally a Dutch trading post called New Amsterdam, was the first of the Middle Atlantic colonies to be established. In the 1660s, the English captured the Dutch city and named it New York. Pennsylvania was unique among the Middle Atlantic colonies for its Quaker heritage. Founded by Quaker William Penn, the colony offered settlers freedom of worship and freedom from slavery. The other Middle Atlantic colonies—New Jersey and Delaware—were carved out of New York and Pennsylvania.

Of all the colonial regions, the New England colonies had the longest history of dissent against England. The first New England colonies—Massachusetts Bay and Plymouth—were founded by Puritans and Separatists (Pilgrims) who were seeking to escape religious persecution by the English government. However, that did not mean colonial leaders permitted freedom of worship within their colonies. Both Connecticut and Rhode Island were established by colonists

seeking religious freedom from the Puritan leadership of Massachusetts. Connecticut is also significant for writing the first constitution in the colonies, the Fundamental Orders of Connecticut. New Hampshire began as an expansion of the Massachusetts Bay Colony and eventually became its own colony.

Colonists and Native Americans

Colonists in every region had a conflicted relationship with the Native Americans they encountered. In Virginia and Massachusetts, for example, Native Americans helped the colonists survive by providing food and teaching native agricultural techniques. However, the colonists' claims of land ownership sometimes led to conflict with local Native Americans.

Africans in the Thirteen Colonies

Africans also have a long history in the thirteen colonies. The first Africans came to the colonies as indentured servants in 1619. By the 1660s, however, many Africans were treated as slaves, and by the 1700s, the slave trade had become a big business, supplying enslaved labor to Southern plantations. Although slavery was not as important in New England and the Middle Colonies, slavery did exist in those regions, and businesses in those regions—such as shipbuilders—benefited from their involvement with the slave trade.

To learn more about specific topics in this unit, download the CKHG Online Resource “About the American Revolution”:

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

The American Revolution Student Reader—twenty chapters

Note: Maps are included at the back of the Student Reader on pages 128–130. Students may find these maps helpful as they read *The American Revolution*.

Teacher Components

The American Revolution Teacher Guide—twenty chapters. This includes lessons aligned to each chapter of *The American Revolution* Student Reader with a daily Check for Understanding and Additional Activities, such as virtual field trips and cross-curricular art and music activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 130.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

The American Revolution Timeline Image Cards include seventeen individual images depicting significant events and individuals related to the American Revolution. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this time period.

Optional: Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4—art resources that may be used with cross-curricular art activities described in the Additional Activities of Chapters 12, 13, and 16, if online access to the Internet is not available in the classroom. These art resources include *Paul Revere*, by John Singleton Copley; *George Washington*, by Gilbert Stuart; and *Washington Crossing the Delaware*, by Emmanuel G. Leutze. You can purchase the Grade 4 Art Resource Packet, available at:

www.coreknowledge.org/store

Timeline

Some advance preparation will be necessary prior to starting the *American Revolution* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

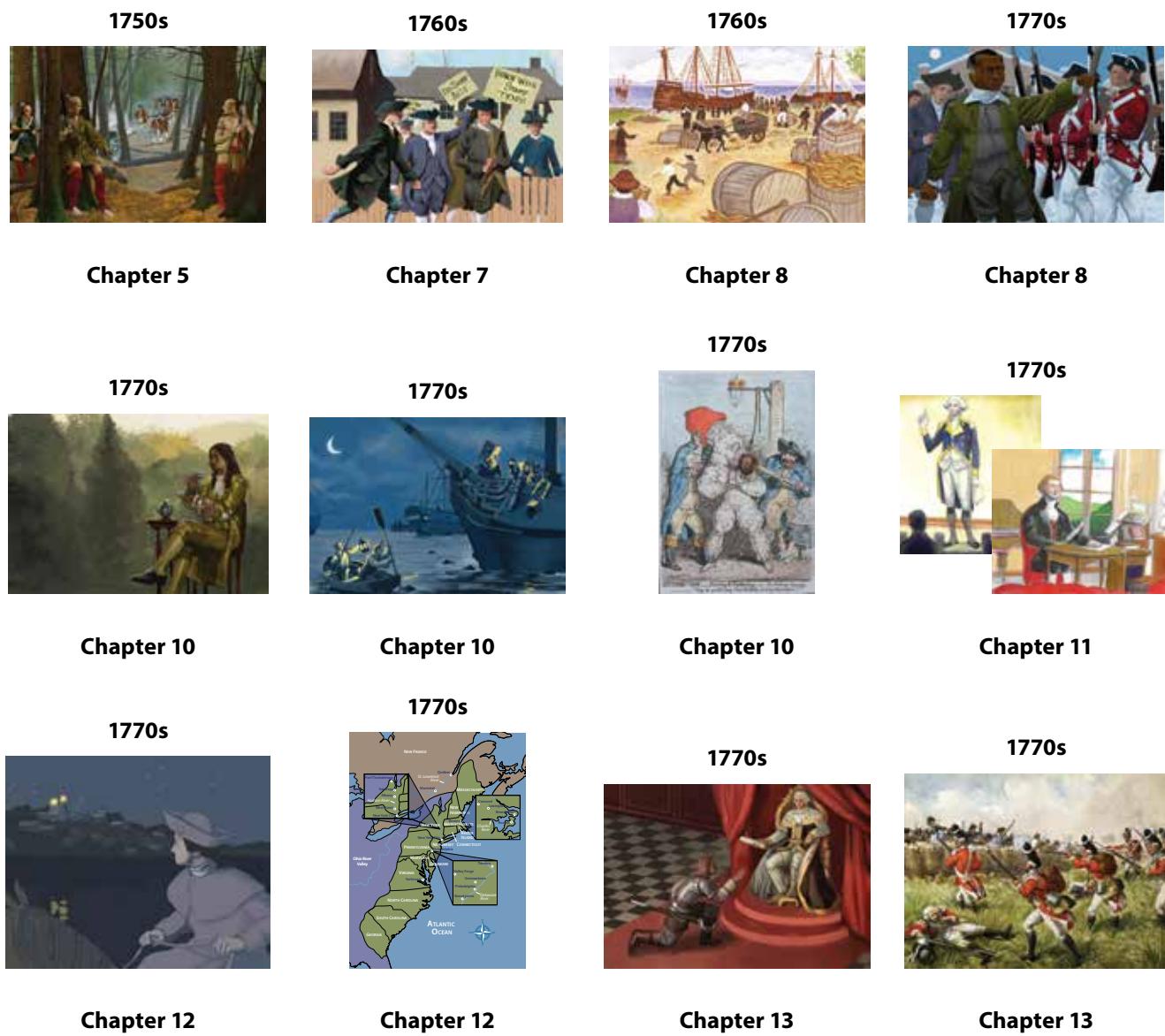
Create four time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

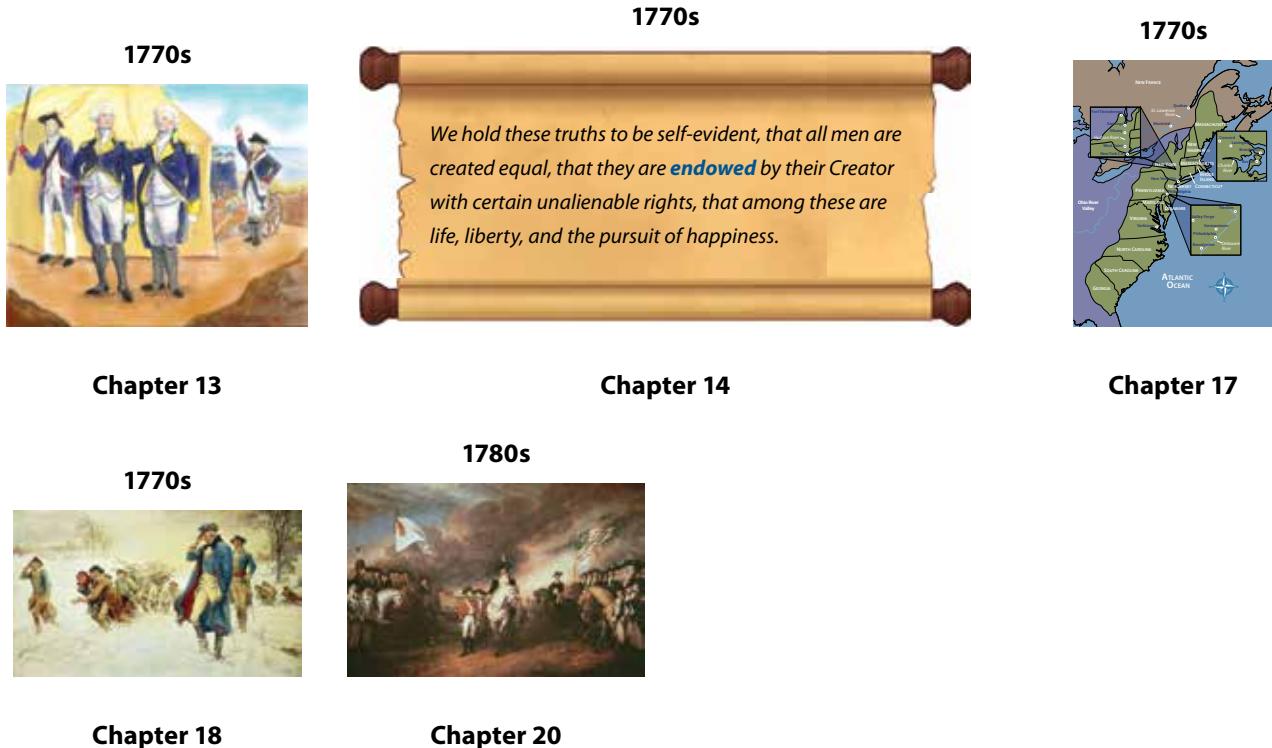
- **1750s**
- **1760s**
- **1770s**
- **1780s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	1750s	1760s	1770s	1780s
	•	•	•	• • •
Chapter	5	7	8 10 11 12 13 14 17 18	20

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline. **Note:** Please take into account that thirteen of the seventeen cards will be placed within the 1770s time period. Also, be aware that Chapters 8, 10, 12, and 13 have multiple cards.





The Timeline in Relation to the Content in the Student Reader Chapters

You will notice that the Unit 7 Timeline begins with events described in Chapter 5. The reason for this is that the events described in Chapters 1–4 occurred over time or occurred decades or even hundreds of years before the events of the American Revolution.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

Placing the Student Reader Content in Historical Context

This unit marks the first American history unit that Grade 4 students encounter after their world history studies. Help students make the transition by comparing the dates of some of the events they have already explored in their studies of Medieval Europe and Islamic Empires, Early and Medieval African Kingdoms, and Dynasties of China. Note that compared to some of these civilizations, the United States is a young culture. Most of the events that students have already studied occurred long before the Americas were settled by Europeans. However, some of the events they will study overlapped with events they have already explored. For example, at the time of the founding of the first English colonies, the Ming dynasty ruled China. By the time of the French and Indian War, however, the Ming had fallen, and the Qing had assumed power.

USING THE TEACHER GUIDE

Pacing Guide

The American Revolution unit is one of ten history and geography units in the Grade 4 Core Knowledge Curriculum Series™. A total of twenty-five days have been allocated to *The American Revolution* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	In what ways did the colonies change over time?
2	What was daily life like for free colonial children growing up on a farm, in comparison to enslaved children?
3	What were some of the rights granted to the citizens of the British Empire?
4	What were some of the mistakes young George Washington made when dealing with the French army?
5	How did the British defeat the French in the French and Indian War?
6	What were the reasons why George III would not allow the colonists to move west into the Ohio River Valley?
7	Why did the Stamp Act cause so much anger in the colonies?
8	Why did the British government repeal the Townshend Acts?
9	What was the Committee of Correspondence?
10	What were the events that led to the Boston Tea Party?
11	How did the colonists' attitudes and view of themselves begin to change?
12	What was Patrick Henry's point of view?
13	Why was George Washington chosen to be the leader of the Continental Army?
14	What was the Declaration of Independence?
15	What challenges did George Washington face when raising an army?
16	What is meant by the statement, "Washington's plan for winning the war required patience"?
17	What mistake did the British make that brought France into the war, making an American victory possible?
18	What were some of the challenges the Continental Army faced during the winter at Valley Forge?
19	Why did the British shift the fighting to the South?
20	How does the chapter title explain the outcome of the American Revolution?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Vocabulary
1	immigrant, colony, migrate, trade, merchant, custom, frontier
2	enslave, plantation, disease, herb
3	empire, self-government, English Parliament, Congress, tax, representative, assembly, citizen, independence
4	militia, fort, governor, general, ally
5	colonel, parade, advance, prime minister, "peace treaty"
6	proclamation, import, tax collector, molasses
7	"taxation without representation," boycott, Patriot, "course of action," repeal, resistance
8	harbor, manufacturer, massacre, silversmith, engraving
9	committee, quill pen
10	intolerable, oppose, resist
11	Supreme Court, declaration, defiant, resolution
12	brethren, Minutemen, "kill two birds with one stone," redcoat, "village green," stockpile, unfurl
13	petition, policy, trench, ammunition
14	Loyalist, pamphlet, endow, institute, revolution
15	mercenary, regiment
16	inspire, "German state"
17	rebels, "naval fleet," "turn of events"
18	scarce, forage, exposure, character, drill, aide
19	swamp, "guerrilla warfare," tributary, company, "naval battle," treason
20	half a crown

Activity Pages

Activity Pages



The following activity pages can be found in Teacher Resources, pages 141–154. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)

- Chapter 1—Map of the Thirteen Colonies (AP 1.2)
- Chapter 1—Where Am I? (AP 1.3)
- Chapter 5—Domain Vocabulary: Chapters 1–5 (AP 5.1)
- Chapter 10—Domain Vocabulary: Chapters 6–10 (AP 10.1)
- Chapter 13—The Fighting Around Boston (AP 13.1)
- Chapter 15—Domain Vocabulary: Chapters 11–15 (AP 15.1)
- Chapter 20—Domain Vocabulary: Chapters 16–20 (AP 20.1)
- Chapter 20—Major Sites of the Revolutionary War (AP 20.2)
- Chapter 20—The Father of Our Country (AP 20.3)

Fiction and Nonfiction Excerpts

Use this link to download the CKHG Online Resources, where specific links to the following fiction excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpts

- Chapter 12—“Paul Revere’s Ride” by Henry Wadsworth Longfellow (FE 1)
- Chapter 12—“Concord Hymn” by Ralph Waldo Emerson (FE 2)
- Chapter 13 onward—“Rip Van Winkle” by Washington Irving (FE 3)
- Chapter 13 onward—“The Legend of Sleepy Hollow” by Washington Irving (FE 4)

Nonfiction Excerpts (Primary Source Documents)

- Chapter 8—“The Boston Massacre” as told by John Tudor (NFE 1)
- Chapter 10—“The Boston Tea Party” as told by John Andrews (NFE 2)
- Chapter 12—Patrick Henry: “Give Me Liberty, or Give Me Death!” (NFE 3)
- Chapter 12—“The Battle of Lexington” (as told by Jonas Clark) (NFE 4)
- Chapter 14—Selections from the Declaration of Independence (NFE 5)
- Chapter 19—“John Paul Jones Refuses to Surrender” as told by Lieutenant Richard Dale (NFE 6)

These excerpts may be used with the chapter specified either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Poetry

- “Paul Revere’s Ride” (FE 1)
- “Concord Hymn” (FE 2)

Stories

- “Rip Van Winkle” (FE 3)
- “The Legend of Sleepy Hollow” (FE 4)

Speeches

- Patrick Henry: “Give Me Liberty or Give Me Death!” (NFE 3)

Visual Arts

Art of the American Revolution

- John Singleton Copley, *Paul Revere* (Chapter 12)
- Gilbert Stuart, *George Washington* (Chapter 13)
- Emmanuel G. Leutze, *Washington Crossing the Delaware* (Chapter 16)



A SPECIAL NOTE ABOUT THE PATHWAY TO CITIZENSHIP

In starting this unit on *The American Revolution*, you and your students will be making a transition from the study of world history in the year’s earlier units to units of study that focus entirely on American history.

A critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the American government.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used “The Pathway to Citizenship” materials throughout the Core Knowledge Curriculum Series™ will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental

to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books

Adler, David A. *A Picture Book of Patrick Henry*. Illus. John and Alexandra Wallner. New York: Holiday House, 2001.

Borden, Louise. *Sleds on Boston Common: A Story from the American Revolution*. Illus. Robert Andrew Parker. New York: Margaret K. McElderry, 2000.

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Fritz, Jean. *George Washington's Birthday*. Illus. Tomie dePaola. New York: Puffin, 1998.

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January, Brendan. *The Revolutionary War (A True Book)*. Danbury, CT: Children's Press, 2001.

Kamps, Alice. *The Charters of Freedom at the National Archives*. Washington, D.C.: The National Archives Foundation, 2016.

Weiss, Jim. *George Washington: First in the Hearts of His Countrymen*. Charles City, VA: The Well-Trained Mind Press. (Audio Recording)

Weiss, Jim. *Rip Van Winkle/Gulliver's Travels*. Charles City, VA: The Well-Trained Mind Press. (Audio Recording)

Weiss, Jim. *Thomas Jefferson's America*. Charles City, VA: The Well-Trained Mind Press. (Audio Recording)

Use this link to download the CKHG Online Resources for this unit, where the specific link to purchase the Jim Weiss audio recordings may be found:

www.coreknowledge.org/ckhg-online-resources

THE AMERICAN REVOLUTION SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; FE—Fiction Excerpt;
NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The American Revolution

"The Thirteen Colonies" (TG—Chapter 1, Additional Activities, AP 1.2 and 1.3)	"Meet the Colonists" Core Lesson (TG & SR, Chapter 1, Additional Activities AP 1.1)	"If You Had Lived in the Colonies" Core Lesson (TG & SR, Chapter 2)	"The Rights of Englishmen" Core Lesson (TG & SR, Chapter 3)	"Learning Hard Lessons" Core Lesson (TG & SR, Chapter 4)
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CKLA

"Geology"	"Geology"	"Geology"	"Geology"	"Geology"
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The American Revolution

"The French and Indian War" Core Lesson (TG & SR, Chapter 5) Homework "Domain Vocabulary: Chapters 1–5" (TG, Additional Activities, AP 5.1)	"The Quarrel with Britain Begins" Core Lesson (TG & SR, Chapter 6)	"The Stamp Act Crisis" Core Lesson (TG & SR, Chapter 7)	"Taxation without Representation" (TG, Additional Activities, Chapter 7)	"Parliament Stumbles Again" Core Lesson (TG & SR, Chapter 8)
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CKLA

"Geology"	"Geology"	"Geology"	"Geology"	"Geology"
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The American Revolution

"A Change in Thinking" Core Lesson (TG & SR, Chapter 9)	"A Tea Party in Boston" Core Lesson (TG & SR, Chapter 10) Homework: "Domain Vocabulary: Chapters 6–10" (TG, Chapter 10, Additional Activities, AP 10.1)	"The Colonies Resist" Core Lesson (TG & SR, Chapter 11)	"The Fighting Begins" Core Lesson (TG & SR, Chapter 12)	"Paul Revere's Ride" by Henry Wadsworth Longfellow and "Analyzing John Singleton Copley's <i>Paul Revere</i> " (TG, Chapter 12, Additional Activities, FE1)
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CKLA

"Geology"	"Geology"	"Bills to Pay"	"Trouble is Brewing"	"The Fight Begins"
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THE AMERICAN REVOLUTION SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; FE—Fiction Excerpt;
NFE—Nonfiction Excerpt

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The American Revolution

"Preparing for War" Core Lesson (TG & SR, Chapter 13)	"The Fighting Around Boston" and "Analyzing Gilbert Stuart's <i>George Washington</i> " (TG, Chapter 13, Additional Activities, AP 13.1)	"The Great Declaration" Core Lesson (TG & SR, Chapter 14)	"A Discouraging Start" Core Lesson (TG & SR, Chapter 15) Homework "Domain Vocabulary: Chapters 11–15" (TG, Chapter 10, Additional Activities, AP 15.1)	"Raising America's Spirits" Core Lesson (TG & SR, Chapter 16)
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CKLA

"The Fight Begins"	"Shots and Speeches"	"Shots and Speeches"	"It's War"	"It's War"
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The American Revolution

"Saratoga" Core Lesson (TG & SR, Chapter 17)	"Valley Forge" Core Lesson (TG & SR, Chapter 18)	"Fighting Shifts to the South" Core Lesson (TG & SR, Chapter 19)	"The World Turned Upside Down" Core Lesson (TG & SR, Chapter 20)	Unit Assessment (TG)
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CKLA

"From Valley Forge to Yorktown"	"Heroes and Villains"	"The Legend of Sleepy Hollow"	"The Legend of Sleepy Hollow"	"Rip Van Winkle"
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Note: If teachers have several additional blocks of instructional time available at other times during the day while this unit is being taught, we strongly recommend that you consider adding one or more of the following activities:

Chapter 12, Additional Activities – “Give Me Liberty or Give Me Death” Speech by Patrick Henry NFE 3 (45 minutes)

Chapter 12, Additional Activities – “Concord Hymn” by Ralph Waldo Emerson FE 2 (15 minutes)

Chapter 14, Additional Activities – “Independence Day” NFE 5 (30 minutes)

Chapter 16, Additional Activities – Analyzing Emmanuel G. Leutze’s *Washington Crossing the Delaware* (30 minutes)

THE AMERICAN REVOLUTION PACING GUIDE

's Class

(A total of twenty-five days have been allocated to *The American Revolution* unit in order to complete all Grade 4 history and geography units in the Core Knowledge Curriculum Series™.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

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THE AMERICAN REVOLUTION PACING GUIDE

's Class

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

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CHAPTER 1

Meet the Colonists

The Big Question: In what ways did the colonies change over time?

Primary Focus Objectives

- ✓ Explain why immigrants came to the American colonies. (RI.4.1)
- ✓ List the factors that began to unify the diverse population of the American colonies. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *immigrant, colony, migrate, trade, merchant, custom, and frontier.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Thirteen Colonies”:

www.coreknowledge.org/ckhg-online-resources

Note: Prior to conducting the Core Lesson, in which students read Chapter 1 of *The American Revolution* Student Reader, we strongly recommend that your students first complete Map of the Thirteen Colonies (AP 1.2) and Where Am I? (AP 1.3) found in the Teacher Resources (pages 142–145) and described at the end of this chapter under Additional Activities. By first providing students with an understanding of the geographical features of the colonies, such as rivers, mountains, and oceans, they will be able to more fully appreciate how these features impacted the development of the colonies.

Materials Needed

Activity Page



AP 1.1

AP 1.2

AP 1.3

- World Map (AP 1.1), Map of the Thirteen Colonies, (AP 1.2) and Where Am I (AP 1.3) found in Teacher Resources, pages 141–145; enlarged versions of the activity page maps; red, green, yellow, blue, and grey, brown or other neutral colored pencils

Core Vocabulary (Student Reader page numbers listed below)

immigrant, n. a person from one country who moves to another country to live (2)

Example: The immigrants left their home in England to start a new life in the United States.

Variation(s): immigrants

colony, n. an area, region, or country that is controlled and settled by people from another country (2)

Example: Although the Pilgrims established their colony at Plymouth for religious purposes, they still had to obey the king of England.

Variation(s): colonies

migrate, v. to move from one place to another to live (4)

Example: As more and more people arrived in the New World, many colonists chose to migrate to new areas in the colonies.

Variation(s): migrated, migrating

trade, n. the exchange or sale of goods or services (5)

Example: The increase in trade among the colonists helped to increase colonial wealth.

Variation(s): traded, trading

merchant, n. a person who sells or trades goods (5)

Example: The merchant sold a number of different goods at his store, including cloth, tea, paper, and seeds.

Variation(s): merchants

custom, n. a traditional way of acting or doing something (6)

Example: One popular custom in the United States is to shake hands when you meet someone new.

Variation(s): customs

frontier, n. where newly settled areas adjoin unsettled areas or the wilderness (6)

Example: Many colonists were concerned about settling on the frontier; the land was unknown and far away from cities and towns on the coast.

THE CORE LESSON 35 MIN

Introduce *The American Revolution Student Reader*

5 MIN

Display the World Map from Activity Page 1.1. Ask volunteers to identify geographical regions, countries as well as continents, differentiating between the two, that they have already studied this year (England, France, Spain, Europe, Africa, Egypt, Asia, China, Arabia). Point to North America and explain that in this unit, and in the units that follow, students will be focusing on American history, (i.e., the history of the United States), beginning with the birth of the United States. Be sure students understand that the United States is a country located on the continent of North America.

Distribute copies of *The American Revolution Student Reader*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and

various illustrations; record this information in a list on the board or chart paper. Students will likely mention the thirteen colonies, Great Britain, famous Americans such as Thomas Jefferson and George Washington, and the Declaration of Independence. Ask students what they recognized in the book from their Grade 3 study of the thirteen colonies.

Explain to students that they will be reading about a time in history that covers approximately thirty-five years of events from the mid-1700s to the year 1781. Students will learn about the early history of the United States, including the first colonists and settlers all the way through the American Revolution.

Introduce “Meet the Colonists”

5 MIN

Activity Page



AP 1.2

Review students’ knowledge of the first European explorers of America—Christopher Columbus, Hernando de Soto, Henry Hudson, etc.—they learned about in Grade 3 of this program. Review the reasons that these explorers crossed the ocean. Ask students to share their reasons aloud and record responses. Reasons include greed, curiosity, and a sense of adventure. Ask students what other reasons people might have for leaving their homelands to settle in a different place.

Explain to students that they will read about people who came to America after these first explorers. Students may recall that they learned about these people as well in Grade 3. Students will review why these people made a long and difficult voyage across the Atlantic to a new home that they’d never seen before. These early colonists were people who came from different countries and brought with them different beliefs and customs. Over time, these individuals helped shape the colonies, the areas that they settled, and effected change over time. Call attention to the Big Question and encourage students to look for ways the colonies changed over time as they read.

Encourage students to keep their completed copies of the Map of the Thirteen Colonies (AP 1.2) available on their desks as they read and discuss the chapter.

Guided Reading Supports for “Meet the Colonists”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Coming to Pennsylvania," Pages 2–4

Chapter 1
Meet the Colonists

Coming to Pennsylvania On a pleasant spring day, a ship carrying four hundred German immigrants arrived at the docks in Philadelphia. These newcomers were about to begin their new lives in a new place.

Vocabulary
immigrant, n. a person from another country who moves to another country.
colony, n. an area, region, or country that is ruled by people settled by people from another country.

The Big Question:
In what ways did the colonies change over time?

Even a hundred years earlier, the arrival of four hundred immigrants was not big news. Back then, many people wanted to start a new life in an English colony. At the time there were five English colonies in North America. By the late 17th century, English colonies on the east coast of what became the United States. All of them were strong and growing.

Almost every week, a ship arrived with more immigrants. The population of the colonies had already passed one million and was quickly climbing toward two million. Settlements had spread from the coast west as the Appalachian Mountains.

Page 2



Page 3  *Painted in the American colonies in the 1700s.*

Why had so many people come to the British colonies in North America? They came for opportunity. From the opportunity to own land of their own, the opportunity to work in the growing towns and cities, the opportunity to worship as they pleased, the opportunity to escape the past and start a new life.

Who were these colonists? Where were they from? They were mainly ordinary—farmers and people from small towns. Most colonists were from England, but a large number—almost a third—came from Germany. Many others came from Scotland, Ireland, Wales, Sweden, and the Netherlands.

Not all of those who migrated to the colonies traveled willingly. About one person in ten was enslaved. These people had been forcefully removed from his or her home in Africa. Most eventually found themselves in the South, but there were enslaved people in the North, too. Almost none of the people who came from Africa were free.

Vocabulary
migrate, v. to move from one place to another to live there.

Life in the Colonies

Most colonists out of ten colonists worked on farms. They farmed their land and grew their own food. Every person in the family had a job to do. As a result, they produced nearly everything they needed to survive. They raised their own food. They made their own clothes and their own tools. They made their own furniture. Most of them even built the houses that they lived in. When the weather and the harvest were bad, farmers sometimes had

Page 4

Scaffold understanding as follows:

CORE VOCABULARY—Read the section “Coming to Pennsylvania” **out loud**. Stop to explain the meaning of the vocabulary terms *immigrant*, *colony*, and *migrate* as you encounter them in the text.

SUPPORT—Call attention to the image on page 3. Explain to students that the first settlers in North America arrived by ship. The passage across the Atlantic Ocean was long and often dangerous. Immigrants came to the New World, the east coast of what became the United States, in search of new opportunities; this made the exhausting journey worthwhile.

After you read the text, ask the following questions:

 **LITERAL**—Why did people come from other countries to settle in North America?

- » They came to seek opportunity and to improve their lives. Some hoped to own land, and others hoped to worship or follow the religious beliefs they chose. In other instances, some people were brought against their will: people from various parts of the African continent were enslaved.

 **NOTE TO TEACHER: RELIGIOUS FREEDOM**—Religious freedom has been a fundamental part of American government from the country’s beginnings. Five of the thirteen colonies were founded in a quest for religious freedom: Massachusetts, Connecticut, Rhode Island, Pennsylvania, and Maryland. When the Bill of Rights was written, religious freedom was one of the first rights guaranteed. It is the first right mentioned in the First Amendment to the Constitution; students will study the Constitution in depth in the next unit of this program.

 **LITERAL**—Where were Africans forcefully brought to the colonies?

- » They were primarily brought as enslaved labor, mostly in the South.

  **INFERRENTIAL**—In what colony was the city of Philadelphia located? (Hint: look at the section heading on page 2.) Find it on the map on AP 1.2. Was it a New England, Middle Atlantic, or Southern colony?

- » Philadelphia is located in Pennsylvania, which was a Middle Atlantic colony.

"Life in the Colonies," Pages 4–6



Colonists made almost everything they needed for themselves. In the mid-1700s, there were still only four or five cities in all of the colonies, and just a handful of towns. These cities were small by today's standards. Philadelphia was one of them. In just a few short years, Philadelphia would become the second-largest city in the whole British Empire next to London, England.

What sparked this growth of towns and cities? Trade was the driving factor. From the docks of the cities on the East Coast, merchants sent lumber, fur, salted fish, flour, rice, indigo, and tobacco to many parts of the world. To those docks, ships returned with glass, paint, tea, wine, and other goods the colonists needed.

Page 5

Vocabulary
trade: exchange or sale of goods or services.

S

Trade also meant jobs. Men loaded and unloaded ships. They built boats. They made sails, rope, and barrels for shipping goods. The cities and towns offered other kinds of work, too. Men, and some women, ran stores and shops. Skilled workers baked bread and made pots and pans. Others printed newspapers or made fine shoes and clothes for other city dwellers.

Staying Apart and Coming Together

When people moved in from another place to settle near people who were from the same country, this made them feel more comfortable in a strange, new land. They could speak their own language and follow their own traditional ways of life. They wore the same kinds of clothing they had worn in their homeland and built the same kinds of houses.

In time, however, something interesting and important happened. Immigrant groups began to borrow ideas and customs from each other. For example, many log cabin settlers had learned to live in their homeland. In the colonies, they found plenty of trees that could be used to build homes. A log cabin was easy to build. Two strong settlers with axes could build one in a couple of weeks. Other groups came to North America with their own ideas of how to build a house. When they saw the log cabins built by Swedish settlers, they realized that these houses reflected the ideas from many different countries built log houses.

Page 6

Vocabulary
frontier: a where many settled areas meet the areas of the wilderness.

frontier

A log cabin could make a snug home for a frontier family.

This borrowing of ideas and customs among immigrant groups even changed the way colonists spoke. Most colonists spoke English, but English speakers began to borrow words from the other languages spoken in the colonies. They borrowed the words noodle and pretzel from German. They borrowed the words waffle, cookie, and sleigh from Dutch. The words pecan, moccasin, skunk, and squash came from Native American languages. Words such as yams, barjo, and tote came from African languages.

The colonists' mixing of languages created a new form of English that would eventually be called American English. Little-by-little, this new American English became the language of the children and grandchildren of immigrants from

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Scaffold understanding as follows:

CORE VOCABULARY—Review the meaning of the vocabulary term *trade*. Ask students to give an example of a trade. Review the meaning of the vocabulary term *merchant*. Explain that a merchant is like a salesperson: they sell people goods that they need or want.

Invite volunteers to take turns reading aloud each paragraph of the section "Life in the Colonies."

After students have finished reading the text, ask the following questions:

LITERAL—What was the occupation of most people living in the colonies?

- » Most colonists were farmers. Roughly nine out of ten families lived on farms in the colonies.

EVALUATIVE—Why do you think most colonists were farmers?

- » Farming was a way for people to survive off of the land. Farms were also very self-sufficient; people were able to grow or make many of the things that they needed on a daily basis.

LITERAL—Why did towns and cities grow in the colonies?

- » Towns and cities grew as a result of trade. Colonies traded with each other. At the same time, the colonies imported goods from overseas and exported goods to Great Britain.

"Staying Apart and Coming Together" and "Better Roads," Pages 6–9



A log cabin could make a snug home for a frontier family.

This borrowing of ideas and customs among immigrant groups even changed the way colonists spoke. Most colonists spoke English, but English speakers began to borrow words from the other languages spoken in the colonies. They borrowed the words noodle and pretzel from German. They borrowed the words waffle, cookie, and sleigh from Dutch. The words pecan, moccasin, skunk, and squash came from Native American languages. Words such as yams, barjo, and tote came from African languages.

The colonists' mixing of languages created a new form of English that would eventually be called American English. Little-by-little, this new American English became the language of the children and grandchildren of immigrants from

Page 7

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Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the vocabulary word *custom*. Explain that a custom is a tradition, such as blowing out candles on a birthday cake or dressing up in costumes for Halloween. Point out the vocabulary word *frontier* and explain its meaning.

Have students read the sections "Staying Apart and Coming Together" and "Better Roads" to themselves.

Better Roads

By the 1750s, the colonists were also being brought together by improved roads. These roads were not very good compared to our own. They were narrow, often muddy, and filled with tree stumps. Still, they were better than the roads of fifty or a hundred years earlier. These roads made it easier to travel through the colonies. Easier travel led to increased trade among the colonies.

Better roads also improved communications by speeding up the exchange of news. In summer 1750, mail delivery between Philadelphia and Boston increased to once every instead of every two weeks. That meant that newspapers printed in the cities could be delivered to colonists in the countryside more easily. Colonists could now read the same news and stay informed about the same things.

In all these ways, colonists of many different backgrounds were starting to come together. They were beginning—just beginning, of course—to have more things in common. This coming together soon became very important.

Page 8**Page 9****After students have read the text, ask the following questions:**

LITERAL—Why did immigrants in the colonies choose to settle near people from the same country?

- » Settling near similar people gave immigrants a sense of home and community in a new place. This allowed them to practice their traditional customs, speak their native languages, and share with people who were familiar.

EVALUATIVE—How did the different immigrant populations become more alike?

- » They borrowed ideas and customs from one another. They developed a common language (American English) by contributing familiar words from their own languages and from Native American and African languages to British English.

INFERRENTIAL—Roads were important for increasing travel, communication, and trade among the colonies. What impact did these things have on breaking down barriers between separate communities in the colonies?

- » Increased contact between people led to greater familiarity between different groups. As a result, these groups began to share their customs, language, and beliefs with each other.

**CHECK FOR UNDERSTANDING 10 MIN****Ask students to:**

- Write a short answer to the Big Question, “In what ways did the colonies change over time?”
 - » Key points students should cite include: At first, immigrants to the colonies settled with people from their own home countries. Over time, these groups had increased contact with each other, which led to the sharing of language, ideas, and customs. While most people farmed in the colonies, trade began to develop between colonies and with countries overseas. This led to the growth of towns and cities. Over time, improved roads helped facilitate trade and communication.
- Choose one of the Core Vocabulary words (*immigrant, colony, migrate, trade, merchant, custom, or frontier*) and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Thirteen Colonies (RI.4.1, RI.4.7)

45 MIN

Activity Pages



AP 1.2
AP 1.3



Background for Teachers:

Before beginning this activity, review "What Teachers Need to Know" on pages 4–8 of the Introduction. This activity is best introduced prior to teaching the Chapter 1 Core Lesson so it can serve as an introduction for students to the geography of the thirteen colonies.

Materials Needed: Enlarged copy of the Map of the Thirteen Colonies (AP 1.2) found in the Teacher Resources section (page 142). Sufficient copies of the activity page "Map of the Thirteen Colonies." Sufficient copies of the Where Am I? activity pages (AP 1.3), copied, cut, and mounted or laminated. Index cards (three per student).

Students learned about the thirteen colonies in Grade 3. Use these activities to review with students the geography and regional differences of the thirteen colonies.

Map of the Thirteen Colonies

Display the enlarged Map of the Thirteen Colonies for all students to see. Point first to the compass rose and review each of the cardinal directions, north, south, east, and west, relative to the map. Then point to the United States and the approximate location of the state in which your students live to identify their current location.

Remind students that in the mid-1700s, the United States was not yet a country. The colonies were limited to the east coast.

Next, point to each of the colonies in the following order, beginning with the New England colonies. Ask students to verbally identify New Hampshire, Massachusetts, Rhode Island, and Connecticut. Continue to the Middle Atlantic colonies and ask students to identify New York, New Jersey, Pennsylvania, and Delaware. Review the Southern colonies and ask students to identify Maryland, Virginia, North Carolina, South Carolina, and Georgia.

Finally, review and make note of the following geographic features: the Atlantic Ocean, Canada, the Appalachian Mountains, and the Mississippi River.

Distribute copies of the "Map of the Thirteen Colonies" (AP 1.2). Review the following directions for coloring the map.

- the New England colonies: red
- the Middle Atlantic colonies: green
- the Southern colonies: yellow
- the Atlantic Ocean: blue

- the Mississippi River: blue
- the remainder of the map: gray, brown, or other neutral color

Tell students to color the map and complete the chart on the activity page for homework tonight. Continue to the Where Am I? activity to complete with students during the remainder of the class time.

Where Am I?

Review with students the physical geography and main economic activities of each of the three groups of colonies. Break the class into six small groups. Create six separate stations: two for New England, two for the Middle Atlantic colonies, and two for the Southern colonies. (Note: students will visit only three of these stations, one station for each region.)

Print two copies of the Where Am I? activity pages (AP 1.3) for students to read at each station. Place one set of the pages appropriate to the represented region at each station. You may wish to laminate the pages or paste them on cardboard for sturdiness and durability.

Give each student three index cards. While at each station, ask students to write down one statement about the group of colonies they are learning about, followed by the question, "Where am I?"

Set a timer for five minutes and have students rotate among the three stations (one for each region). Once students are finished rotating among stations, have students pair off. Set a timer for three minutes. Students will read the facts on their index cards and ask their partners to guess, based on the information, "Where am I?" Encourage students to refer to the map on page 9 of the American Revolution Student Reader if they need help. Reset the timer and have students find different partners to play "Where Am I?" Continue this process three times through, if time allows.

If You Had Lived in the Colonies



The Big Question: What was daily life like for free colonial children growing up on a farm, in comparison to enslaved children?

Primary Focus Objectives

- ✓ Describe everyday life in the American colonies in the 1750s. (RI.4.1)
- ✓ Compare and contrast the life of a child of a free person with the life of a child of an enslaved person. (RI.4.6)
- ✓ Understand the meaning of the following domain-specific vocabulary: *enslave*, *plantation*, *disease*, and *herb*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Thirteen Colonies”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

enslaved, adj. forced to become a slave (13)

Example: Instead of hiring workers and paying them, some Europeans chose to use enslaved people from Africa and forced them to work instead.

Variation(s): enslave

plantation, n. a large farm where cash crops are grown by the person who owns the land (13)

Example: The plantation was made up of over one hundred acres, nearly all of which grew cotton.

Variation(s): plantations

disease, n. sickness (15)

Example: During the 1700s when a person fell ill with a disease, colonial doctors were limited in their ability to help patients get better.

Variation(s): diseases

herb, n. a plant used to give food flavor or as a medicine (15)

Example: Rosemary is a common herb used for cooking.

Variation(s): herbs

THE CORE LESSON 35 MIN

Introduce “If You Had Lived in the Colonies”

10 MIN

Ask students to describe a typical day in their lives: what do they do from the time they wake up to the time they go to sleep? Encourage students to be as specific as possible. It may be helpful for some students to ask additional guiding questions, for example:

- When and how do you wake up?
- What do you eat for breakfast?
- Do you ride the bus to school?

Ask the students to share their responses aloud.

Note: If you plan to conduct the Additional Activity that follows this lesson, you may want to record responses in the left-hand column of a two-column chart on paper so you can save the responses for later use.

Share with the students that they will be learning about what an average day looked like for a colonial child living during the 1750s as they read the lesson. Explain to students that an average day looked different depending on who you were. For example, daily activities for a boy growing up in the colonies were different than for a girl growing up in the colonies. Life was also different for children of free parents versus enslaved parents. Call students’ attention to the Big Question, suggesting that as they read, they look for the answer to how the lives of children of free people differed from the lives of children of enslaved people.

Guided Reading Supports for “If You Had Lived in the Colonies”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Growing Up" and "Children of Enslaved People," Pages 10–15

Chapter 2 If You Had Lived in the Colonies

Growing Up What would it have been like to grow up in the colonies? Let's spend a little time finding out. We'll begin by imagining that you are a child and think about what your daily life looked like. Your family probably lives on a farm. Nine out of ten colonial families live on farms.

Chances are, your house is pretty crowded. That's because colonists have large families. You have lots of brothers and sisters.

What are the chances that you have your own bedroom? Just about zero. You not only don't have your own bedroom; you don't even have your own bed. You share a bed or a straw mattress on the floor with other children in the family.

Page 10

The Big Question
What was daily life like for colonial children growing up on a farm, in comparison to enslaved children?

Page 11



Page 11

While the house is crowded, you are grateful to have so many kids in the family. You don't have neighborhood friends, because you don't have a neighborhood. Only people living in villages and towns have neighbors, so your brothers and sisters are your "built-in" playmates.

Of course everyone has regular chores to do. That includes you. Everyone's day begins at dawn, if not before.

If you are a boy, your first job is to bring in firewood and build the fire. Matches don't exist yet, so you hope there is still a burning coal in the fireplace from the night before. If not, you have to start a new fire.

After breakfast and morning prayers, you head out to the fields with your father. You plant and hoe and clear away brush from new land that's to be planted next year. You even help repair a fence or two.



Page 12

If you are a girl, you help your mother make candles and preserve foods, starting right after breakfast. Your chores probably also include feeding the animals. The rest of your morning is spent helping prepare the meal. In the afternoon, you sew, knit, weave, or spin yarn.

Did you notice there is no time in your day for school? That's because you probably don't go to school. Perhaps you did last year and the year before, but you can read and write now. Most colonial parents feel that once you can do that, you don't need any more school.

Chances are though, you learn to read and write at home. An older brother or sister or maybe a parent teaches you when you are five or six. If no one in your family can read, then you might be sent to learn at another farmhouse where someone else can. It is considered important to learn how to read.

Children of Enslaved People

If you are a child in an enslaved family on a plantation, your life is different. While you are quite young—say five or six—there is plenty of time for play. In fact, some of your playmates are probably the children of the plantation owner. You may fish, pick berries, and freely explore the plantation fields together.

Vocabulary
enslaved, adj. forced to be owned by another person
plantation, n. a large farm where crops are grown by the person who owns the land

Page 13

Scaffold understanding as follows:

SUPPORT—Read the first four paragraphs of "Growing Up" on pages 10–12 out loud. Call attention to the image of siblings as playmates. Reiterate to students that colonial life was much different than life today. Families did not live in neighborhoods, and children did not see friends at school every day. Children often had many siblings to help with work on the farm. Siblings were also more than just brothers and sisters: they were friends.

SUPPORT—Continue reading the next six paragraphs on pages 12–13 out loud. Call attention to the image of the boy in the garden on page 11 and the little girl feeding a horse in the stable on page 12. Remind students that instead of going to school, children spent their day working and completing chores.

CORE VOCABULARY—Read the heading "Children of Enslaved People." Bring attention to the two vocabulary words *enslave* and *plantation*. Ask students what it means to be enslaved. Explain to students that a plantation is a large farm, similar to the manors and estates they read about in *Medieval Europe*, with many acres of land used for farming cash crops. Tell students that many plantations used enslaved people as a source of free labor to make the farms profitable. **Continue reading the four paragraphs of the section out loud.**

After you read the text, ask the following questions:

LITERAL—What household or farm chores were done by colonial children?

- » Colonial children collected firewood and built up the morning fire, cleared brush, helped with planting, made candles, fed the animals, preserved foods, and sewed.

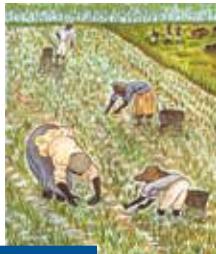
EVALUATIVE—How did these chores or jobs differ between boys and girls?

- » Boys helped with outdoor chores such as collecting firewood, planting, harvesting, and building. Meanwhile girls primarily helped with chores such as cooking, cleaning, gardening, and making clothing, although they might also help with feeding the animals.

INFERRENTIAL—Why was it more important for colonial children who lived on farms to work instead of go to school?

- » Making a farm successful required help from all members of the family. Instead of paying laborers or owning slaves, many families relied on their children to pitch in and help the farm run. At the same time, higher education was not necessary for the type of lifestyle that most colonists led.

Then, when you reach seven or eight years old, you start to take care of younger brothers and sisters. Also, the plantation owner begins to give you jobs like sweeping the yard, feeding the chickens, and collecting the eggs. Even at this age, however, start to understand that you do not have the same freedoms as the plantation owner's children.



Page 14

EVALUATIVE—Why do you think colonial children were often treated like adults at an early age?

- » People living in the 1700s lived shorter lifespans than people do today. At the same time, parents also relied on their children to complete many jobs and tasks that children today are not required to do. This added level of responsibility led to colonial children being treated more like adults at a young age.



LITERAL—What did daily life look like for the child of an enslaved person?

- » The children of enslaved people began working at a young age. As small children, they often looked after their younger siblings. They may also have taken on other simpler tasks such as feeding chickens or collecting eggs. Eventually they were required to work in the fields where they planted, plowed, and harvested crops grown on the plantation. The children of enslaved people did not receive any education and in many colonies were not allowed to learn how to read or write.



EVALUATIVE—In what ways were the lives of free children different from those of enslaved children?

- » Free children worked for their own families, while enslaved children were forced to work for the profit of someone else.

"Sickness and Cures," Pages 15–17

down. One of the best-educated men in the Massachusetts colony recommends that cure.

Even if you are just feeling tired, there's a special recipe to help. You roast a toad and grind it up. Then you add boiling water to make a kind of tea. Drink it and you'll be feeling lively in no time. For a cold or sore throat, sprinkle pepper on a piece of meat and wrap it around your throat.

COLONIAL CURES

1. Feed your children only plain foods and not so much sugar, spice, or salt. No eating between meals, except for dry bread.
2. Keep them away from candy.
3. See that they sleep on a hard bed. No soft feathers.
4. Bathe them in cold water, even in the winter.
5. Give them very thin shoes that will leak and let in water. (A famous man got this idea by noting that poor people often went barefoot and didn't seem to get sick from that.)
6. Strawberries, cherries, and gooseberries are good for children. Melons, peaches, plums, and grapes are not, even though they are tasty. Don't give them any.

Page 15

Scaffold understanding as follows:

CORE VOCABULARY—Read the heading "Sickness and Cures." Bring attention to the two vocabulary words *disease* and *herbs*. Ask students what a disease is. Explain to students that knowledge of diseases and how to treat them is much different today than it was in the 1700s. Ask students what an herb is and ask for examples of common herbs that they may encounter every day. Explain that instead of medicine from a pharmacy, colonists relied on herbs to help treat diseases. **Ask students to read the next five paragraphs of the section quietly to themselves.**

SUPPORT—Call attention to the scroll with the list of colonial cures. Explain to students that the colonists used a number of cures that people may find silly today. **Read the list of colonial cures out loud and the last paragraph of the section.**

Of course, you could go to a doctor. There are a few doctors in the colonies, but visiting one probably won't do much good. There are no special schools for training doctors in the colonies. Doctors don't know very much about medicine or about making people well. Doctors do have one way to get rid of sickness and pain though. It's called bleeding the patient. To do this, doctors cut a vein in the patient's arm to let blood come out. Of course, the best thing to do is to stay well.

Page 17

After students have read the section, ask the following questions:

LITERAL—How did colonists treat diseases in the 1700s?

- » The colonists used a number of different cures or home remedies to treat disease, including herbs. Many of the cures were ineffective. As a result, it was not uncommon for children to die of disease at an early age.

EVALUATIVE—How were doctors in the 1700s different from doctors today?

- » Colonial doctors did not receive the medical training or education that doctors do today. Knowledge of disease, how it's spread, and how it's treated was limited during the 1700s.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What was daily life like for free colonial children growing up on a farm, in comparison to enslaved children?"
 - » Key points students should cite in their answers include: free children worked on their own families' farms, while enslaved children worked for someone else's profit; free children had access to some degree of education, while enslaved children were not allowed to openly learn how to read and write.
- Choose one of the Core Vocabulary words (*enslave*, *plantation*, *disease*, or *herb*) and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Life in the Colonies (W.4.2, W.4.3)

25 MIN

Have students brainstorm and review the many different aspects of daily life in the colonies. What would they have done on an average day if they were boys or girls living in the 1700s in North America? Record responses on the chart paper, noting key similarities and differences between colonial childhood and modern childhood. Remind students that life was different for free children versus enslaved children, and record the differences.

Explain to students that they will be writing a letter from the perspective of a colonist to a friend or family member who does not live close by. This person could live in another colony or back in their native country. Students should select one of the thirteen colonies. Remind students that they reviewed in Chapter 1 that life was very different in the New England, Middle Atlantic, and Southern colonies due to the climate and terrain of each region. In the letter, students should describe what it's like to live in their colonies. The letters should detail all of the activities that a person may do throughout a typical day beginning with sunup and ending with sundown. Time permitting, have students share their letters with one another.

CHAPTER 3

The Rights of Englishmen

The Big Question: What were some of the rights granted to the citizens of the British Empire?

Primary Focus Objectives

- ✓ Explain how the British Empire was created. ([RI.4.3](#))
- ✓ Identify Parliament and explain its powers over the colonies. ([RI.4.2](#))
- ✓ List and describe the most important rights of British citizens. ([RI.4.7](#))
- ✓ Understand the meaning of the following domain-specific vocabulary: *empire, self-government, Congress, English Parliament, tax, representative, assembly, citizen, and independence.* ([RI.4.4](#))

Core Vocabulary (Student Reader page numbers listed below)

empire, n. a group of countries or territories, ruled by an all-powerful authority, such as a monarch ([18](#))

Example: The king ruled a vast empire that spanned across three continents.

Variation(s): empires

self-government, n. the ability of people to rule themselves and make their own laws ([20](#))

Example: The colonists believed that they should have the right to self-government instead of obeying laws made by Parliament an ocean away.

English Parliament, n. the original law-making branch of the English government that is made up of the House of Lords and the House of Commons ([20](#))

Example: English Parliament passed laws that applied to the colonies, even though the colonists had no say in the government.

Congress, n. the law-making branch of the American government that is made up of the House of Representatives and the Senate ([20](#))

Example: Congress meets several times a year to debate and pass new laws for the country.

tax, n. money that people are required to pay to support the workings of the government ([20](#))

Example: The Stamp Act created a new tax that colonists paid when buying or using paper goods.

Variation(s): taxes

representative, n. a person who is chosen or elected to speak on the behalf of other people (21)

Example: Massachusetts sent Samuel Adams as one of its two representatives to the Stamp Act Congress.

Variation(s): representatives, represent (v.)

assembly, n. a group of representatives who gather to make laws (21)

Example: The assembly met to discuss a new law that would lower the local speed limit.

Variation(s): assemblies, assemble (v.)

citizen, n. a person who is legally recognized as a member or subject of a country or state (23)

Example: The colonists considered themselves citizens of the British Empire.

Variation(s): citizens

independence, n. freedom from the control of a person or group of people (24)

Example: At first, the colonists did not want to separate from England, but over time they realized independence was their only option.

THE CORE LESSON 35 MIN

Introduce “The Rights of Englishmen”

5 MIN

Review what students already know about English government and the rights claimed by English citizens. Remind students that the thirteen colonies were thirteen *English* colonies. Explain that colonists thought of themselves as citizens of the British Empire and subjects of the British king. Ask students to share what they recall about English government from their study of Medieval Europe. (Students will likely cite the Magna Carta, the idea of rule of law, and the development of Parliament.)

Discuss the concept of rights—freedoms or protections that the government must respect. Tell students that the lesson focuses on the special rights of British citizens during the 1700s. Call students’ attention to the Big Question, suggesting that as they read, they look for some of the rights granted to the citizens of the British Empire.

Guided Reading Supports for “The Rights of Englishmen”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Part of the Empire," Pages 18–22

Scaffold understanding as follows:

Chapter 3
The Rights of Englishmen

Part of the Empire If the colonists had been given independence, one of them surely would have said, "Proud to be British." That's how most colonists felt in the middle of the 1700s.

They were members of what became the greatest empire in the world—the British Empire. They even modeled their own governing bodies on the British system. How did a small island nation create the British Empire? Beginning in the 1500s, what was then the English Crown gave permission for people from its colonies in North America. Over time, England expanded its empire to grow. It grew to include the 13 colonies, plus Canada, Australia, New Zealand, India, and parts of Africa and Australia. Within a few hundred years, Great Britain became a powerful nation with colonies all over the world. In other words, it had an empire.

Vocabulary
empire: a group of countries or territories ruled by an emperor or empress, especially one who has political authority such as a king or queen.

Page 18



Page 19

Vocabulary
self-government: the ability of people to rule themselves and make their own laws.
England's Parliament is the original law-making branch of English government that includes the House of Lords and the House of Commons.
Commons: wealthier and more powerful landowners elected people to represent them in the English Parliament. Parliament is a law-making body much like the Congress.
At first, Parliament had little power. The king had most of it. Over time, members of Parliament insisted that only they, not the king, should make decisions about taxes and spending. They said that Parliament should have a say in other decisions, too.
English kings disagreed. For a few hundred years, the kings and Parliament struggled over this issue. In 1689, Parliament finally won.

Vocabulary
Congress: n. the legislative branch of the American government; it is made up of the House of Representatives and the Senate.
tax: n. money that people are required to pay to support the workings of the government.

Page 20

CORE VOCABULARY—Read the heading "Part of the Empire." Call attention to the vocabulary word *empire*. Explain to students the meaning of the word *empire*. The United States was originally thirteen colonies that belonged to the British Empire.

Note: Students in the Core Knowledge program encountered the word *empire* in their Grade 3 study of ancient Rome.

Read the first paragraph of "Part of the Empire" out loud.

CORE VOCABULARY—Call attention to the vocabulary terms *self-government*, *English Parliament*, and *Congress*. Ask students what they think the term *self-government* means. Explain that self-government meant the colonists could choose their own leaders to pass laws. Ask students to identify Congress and its role in the United States. Explain that English Parliament is much like America's Congress. Tell students that the root word of *parliament* is from the French word *parler*, meaning "to speak." Therefore, a parliament is a place where topics are talked about or debated. England has had a parliament since the late 1200s.

Ask a student volunteer to continue reading the next two paragraphs out loud.

SUPPORT—Call attention to the image of English Parliament and read the caption out loud. Explain to students that English Parliament is made up of two houses: the House of Lords and the House of Commons. The House of Lords is made up of English nobility. The House of Commons is made up of representatives elected by the people.

CORE VOCABULARY—Have student volunteers continue reading the following two paragraphs on page 20. Reread the sentence, "Over time, members of Parliament insisted that only they, not the king, should make decisions about taxes and spending." Ask students the meaning of the vocabulary word *tax*. Explain that a tax is money that people are required to pay to the government.

CHALLENGE—Ask students if they remember the name of the document or charter that limited the power of the British kings. (Hint: They read about this charter in *Medieval Europe*.)

» The Magna Carta

CORE VOCABULARY—Call attention to the vocabulary words *representative* and *assembly*. Explain to students that a representative is a person who is chosen to speak or act on behalf of a group of people. Explain that an assembly is group of representatives that meets to make laws.

When the English first settled in North America, they brought with them the idea of self-government. Pretty soon, colonists were electing **representatives** to their own local assemblies. These assemblies were usually called assemblies. But not everyone in the colonies could vote. Women, African Americans, and Native Americans could not vote. Only white men who owned enough property could vote. This meant that a large part of the colonial population could not vote.

Soon colonists insisted that only their elected assemblies could make laws for their colonies. They knew it was Parliament's job



Page 21

to run the whole British Empire. It was up to Parliament to pass laws about trade among different parts of the empire. Only Parliament could decide the rules for trade between the empire and other parts of the world. The American colonists did not argue with that.

When it came to everyday life in their own colonies, however, the colonists began to think that only they knew what was best for them.

Claiming British Rights

As you have discovered, England had joined with Scotland and Wales to form the nation of Great Britain. The people of Great Britain—the English, the Scots, and the Welsh—had self-government. They also had other rights and liberties. As members of the British Empire, colonists in North America felt they should have the same rights.

Most of these rights and liberties were meant to protect the people against unfair actions by their own government. For example, if someone accused you of breaking a law, you could have a lawyer represent you. You could even have a jury of your peers—other colonists—decide if you were guilty or not guilty. If the government said it needed that property for a very important purpose, it had to prove that to a judge. If the judge agreed with the government, the government had to pay the owner for whatever it was taking.

Similarly, government officers could not search your home or business whenever they felt like it. They first had to explain to a

Page 22

Note: Students in the Core Knowledge program encountered the word **assembly** in their Grade 3 study of ancient Rome.

Ask students to read the remainder of the section quietly to themselves.

After students read the text, ask the following questions:

LITERAL—What is self-government?

- » Self-government means the ability to select your own leaders and pass your own laws.

LITERAL—How did England eventually grow into the British Empire?

- » Over time, England established colonies around the world. As a result, the British government had control of many different territories and many different people aside from just the ones living in England.

EVALUATIVE—Why did the colonists want to have self-government?

- » They believed that they knew what was best for the people living in the colonies.

LITERAL—Who was allowed to vote in the colonies?

- » Only white men who owned enough property were allowed to vote. This meant that women, African Americans, and Native Americans were not allowed to vote.

“Claiming British Rights,” Pages 22–25

judge why they believed you were hiding something illegal. The judge then had to give permission for the officers to conduct a search. Otherwise no search was allowed.

According to the law, British citizens could not be put in jail unless they were accused of breaking a law. If they were accused, they could not be kept in jail indefinitely. They had the right to a trial before a jury of fellow citizens.

Most of these rights, too, if citizens wanted to do something peacefully to talk about a problem or to protest something, the government could not stop them. If they wanted to petition their government, they had that right, too. To petition the government is to ask the government to change a law, or to do something, or even to stop doing something.

Do these rights seem very special to you? Maybe not. We have them in the United States today, and sometimes we take them for granted. Even today, many people in the world do not enjoy these rights. In fact, most people in the world outside of the British Empire did. The people of Great Britain were proud to have “the rights of Englishmen.” So were the colonists.

No wonder the colonists felt they were among the most fortunate people on earth. They lived in a land blessed by nature. They enjoyed rights and liberties equal to anyone, anywhere in the world. They were proud and happy to be a part of the empire

Page 23

Scaffold understanding as follows:

SUPPORT—Read the heading “Claiming British Rights” and then ask student volunteers to read the first three paragraphs on pages 22–23 of the section out loud. Reread the sentence, “Most of these rights and liberties were meant to protect the people against unfair actions by their own government.” Explain to students that originally, the king (or queen) of England held most of the power. This meant he or she was allowed to do whatever he or she wanted. Over time, British citizens fought for their rights and made sure they were protected.

CORE VOCABULARY—Call attention to the vocabulary words *citizen* and *independence*. Ask students what it means to be a citizen. Explain the meaning of the word. Ask students to describe what independence means, explaining further if necessary.

Note: Students in the Core Knowledge program encountered the word *citizen* in their Grade 3 study of ancient Rome.

of Great Britain. The idea of separating from the British Empire probably never entered the minds of most colonists. Many years later, Benjamin Franklin said, "I never heard in any conversation from any person . . . the least [desire] for separation from England." Franklin was remembering how the colonists felt around 1763. But thirteen years earlier, the colonists had separated from Britain and declared their independence. What happened to make the colonists change their minds?

Vocabulary
independence, n.
freedom from the control of a person or group of people

Page 24



Life was better than it had been in Europe for many colonists.

Page 25

Ask student volunteers to continue reading the next paragraphs on pages 23–24 to themselves.

Reread the last sentence of the section, "What happened to make the colonists change their minds?" out loud. Tell students that this question will be answered in the coming chapters.

After students have read the section, ask the following questions:

LITERAL—What were some of the most important rights of British citizens in the 1700s?

- » The right to a trial by jury, the right to keep their own private property, the right to petition the government, and the right to assemble peaceably to discuss a problem.

LITERAL—What was the purpose of these rights?

- » To protect people against unfair actions by their government.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What were some of the rights granted to the citizens of the British Empire?"
 - » Key points students should cite include: the right to a trial by jury, the right to private property, the right to petition the government, the right to assemble peaceably to discuss a problem.
- Choose one of the Core Vocabulary terms (*empire, self-government, Congress, English Parliament, tax, representative, assembly, citizen, or independence*) and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Learning Hard Lessons

The Big Question: What were some of the mistakes young George Washington made when dealing with the French army?

Primary Focus Objectives

- ✓ Explain the reasons for the conflict between the French and the British. (RI.4.3)
- ✓ Identify George Washington and describe his role in the conflict. (RI.4.2)
- ✓ Describe the course of the conflict in the Ohio River Valley. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *militia*, *fort*, *general*, *governor*, and *ally*. (RI.4.4)

Core Vocabulary (Student Reader page numbers listed below)

militia, n. a group of armed citizens prepared for military service at any time (26)

Example: Leading up to the American Revolution, the colonies raised militias to defend against foreign invasions and Native American attacks.

Variation(s): militias

fort, n. a protected building or place that is generally used by the military as a stronghold (26)

Example: The French constructed a fort in the area that is now Pittsburgh to defend against a British attack.

Variation(s): forts

governor, n. a person appointed by the king to oversee a region or colony (26)

Example: The governor of Virginia sent George Washington and other soldiers to ask the French to leave the Ohio River Valley.

Variation(s): governors

general, n. the main leader of an army (29)

Example: As a general in the American Revolution, George Washington was responsible for leading the Continental Army.

Variation(s): generals

ally, n. a nation that promises to help another nation in wartime (30)

Example: Today, the United States is an important ally to Great Britain.

Variation(s): allies

Introduce “Learning Hard Lessons”

5 MIN

Ask students to think about the conflicts and wars they have already read about this year and last year. Ask them to identify reasons countries go to war. Record student responses on the board or chart paper. Responses may include conflict over land and a country’s desire to control territory. Ask students why land is important to a country. Responses may include access to natural resources that help support a population or an industry. Land can be traded, farmed, bought, and sold. It is also space for growing populations to settle and live on. Explain to students that England and France fought for control of land in North America and that the conflict lasted for many years.

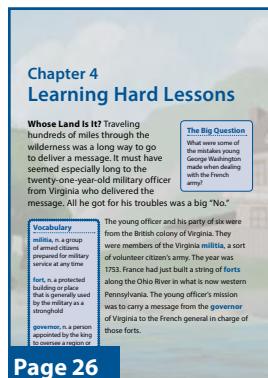
Ask students to identify what they know about George Washington. Students will likely respond that he was the first president of the United States. They may even know that he played a role in the American Revolution. Explain that in this chapter they are going to read about George Washington before either of those events happened. Call students’ attention to the Big Question, suggesting that as they read, they look for some of the mistakes made by young George Washington when dealing with the French army.

Guided Reading Supports for “Learning Hard Lessons”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Whose Land Is It?” Pages 26–28

**Scaffold understanding as follows:**

CORE VOCABULARY—Read the heading “Whose Land Is It?” and the two paragraphs on page 26 out loud. Call attention to the vocabulary words *militia*, *fort*, and *governor*. Explain the meaning of each word.

Note: Students in the Core Knowledge program encountered the word *governor* in their Grade 3 study of ancient Rome. Point out that *governor* has a slightly different meaning when used in relation to the American colonies.

SUPPORT—Call attention to the image of the fort and read the caption out loud. Explain to students that the British and French built forts in North America. Forts help keep soldiers and civilians safe on the inside while making it easy to defend against an attack from the outside.



Page 27

For weeks the Virginians traveled by horseback and canoe until they finally met up with the French general. The young officer handed him the message. The main idea of the message was simple: Your forts are on Virginia's land. Get out!

The French general was polite but firm. "No," he replied. "My troops will not get out. This land belongs to France. French fur trappers have lived on this land for a hundred years. French colonists have settled here. We will not leave."

On the return journey to Virginia, the group's horses gave out, forcing the officer and his men to walk. Along the trail, a Native American shot and killed one officer. The shot barely missed him. Then while crossing an ice-filled river on a raft, the officer was accidentally knocked overboard. He nearly drowned before his men got him back on the raft.

The men finally returned to Virginia, and the officer gave the governor the bad news. The French were determined to stay.

The young officer's unsuccessful journey would soon lead to war. The war led to events that brought about the birth of the United States of America.

Who was the twenty-one-year-old officer from the Virginia colony? His name was George Washington. He would have a lot to do with the birth of the United States of America.

Washington's Mistakes
The governor of the Virginia colony was determined to make the Ohio River safe. If they could achieve

Page 28

Ask students to continue reading the remaining six paragraphs of the section quietly to themselves.

After students have finished reading the text, ask the following questions:

LITERAL—Which colony claimed the land that the French had built their forts on?

- » Virginia claimed the land.

LITERAL—Who was sent to deliver a message to the French general?

- » George Washington was sent to deliver the message.

INFERRENTIAL—Why would a governor of the British colonies ask the French to leave the Ohio River Valley?

- » The Ohio River Valley offered land for settlement and farming. The Ohio River and the smaller rivers that flowed into and from it were also helpful for travel and transporting goods.

"Washington's Mistakes," Pages 28–31

this Virginia would have more control of the Ohio River and the smaller rivers that flowed from and fed into the Ohio River. One year later, in 1755, he sent George Washington to the west again. This time Washington led a force of 1,000 men to capture Fort Duquesne (doo-kayn'). The British had built a small fort in western Pennsylvania near the site of present-day Pittsburgh. The fort sat where two rivers come together to form the Ohio River. Washington was to join forces with the British soldiers at the fort. Before he arrived, Washington learned that the French had already captured the British fort and renamed it Fort Duquesne (doo-kayn'). In time, George Washington would become a great general, but in 1754, he was young and inexperienced. He made a number of mistakes. Washington did not have enough men to drive the French out of the fort. The wisest plan would have been to return to Virginia. Instead, he led his small force.

Vocabulary
general, n., a man that leads or directs another in an army

Page 29

SUPPORT—Read the heading "Washington's Mistakes" out loud. Explain to the students that as a young officer in the army, George Washington had a lot to learn.

CORE VOCABULARY—Call attention to the vocabulary word *general*. Explain to students what a general is. Continue reading the next two paragraphs. Call attention to the vocabulary word *ally* and explain its meaning. Ask students if they can think of any allies of the United States today. Explain the meaning of the word *ally*.

Ask students to read this entire section quietly to themselves.

After students read the text, ask the following questions:

LITERAL—What set off the conflict between the French and the British?

- » The French and the British colony of Virginia claimed ownership of land in the Ohio River Valley.

LITERAL—What advantages did the French have over Washington's forces at Fort Duquesne?

- » The French held the fort, they had more troops, and they had more Native American allies, as well.

Along the way, Washington's troops surprised and defeated a group of thirty French soldiers, killing ten of them. The French at Fort Duquesne had more men than Washington had, and they had Shawnee and Delaware Native American allies as well. They were sure to send out a larger force from the fort to deal with Washington's Virginians.

Realizing this, Washington built a makeshift camp south of the fort. He waited. His men called the camp "Fort Necessity." The spot Washington chose for Fort Necessity was a low piece of ground. Soon after the French attacked, it began to rain heavily. Before long, Washington's men, their guns, and their gunpowder were soaked with the rain that collected in the low area where the fort was built. The Virginians fought bravely, but after nine hours, Washington was forced to surrender.

The French commander instructed an assistant to prepare a statement explaining why the fighting had taken place. The statement read, "We have come to your country to trade, not to fight." To all our fault! The French commander read the statement and handed it to Washington. "Sign," he said. "Sign, or I will not allow the prisoners to return to Virginia." Washington signed, and the men were released.

When the men returned to Virginia, British officials were very angry. They were angry with the French and angry with

Vocabulary
ally, n., a man that helps another in an army

Page 30

Washington. They blamed him for his unwise decisions. They also blamed him for signing the statement. Washington resigned from the Virginia militia. That could have been the end of his military career. If it had been, you might be saluting the British flag today instead of the Stars and Stripes.

Page 31

INFERRENTIAL—Why do you think Washington named the British fort “Fort Necessity”?

- » The British had to build a camp quickly, and the area was not ideal. The fort was built because they needed it immediately.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What were some of the mistakes young George Washington made when dealing with the French army?”
 - » Key points students should cite include: George Washington did not have enough men to take on the French at Fort Duquesne; it may have been wiser to return to Virginia rather than fight the French at the fort. Washington did not succeed in his mission, and he signed a statement saying that the Virginians had started the fighting with the French.
- Choose one of the Core Vocabulary words (*militia, fort, general, governor, or ally*) and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

The French and Indian War

The Big Question: How did the British defeat the French in the French and Indian War?

Primary Focus Objectives

- ✓ Describe the events of the French and Indian War. **(RI.4.3)**
- ✓ Identify the provisions of the peace treaty between the French and the British. **(RI.4.3)**
- ✓ Evaluate the implications of the war's outcome for Britain and the American colonies. **(RI.4.7)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *colonel, parade, advance, prime minister*, and “peace treaty.” **(RI.4.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About French and Indian War”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

colonel, n. a high-ranking military official **(34)**

Example: The colonel was charged with leading the troops on a daring mission.

Variation(s): colonels

parade, n. a public display of people moving in a long line **(34)**

Example: Marchers in the parade made their way through the town.

Variation(s): parades

advance, v. to move forward **(34)**

Example: The main goal of the army was to advance behind enemy lines.

Variation(s): advances, advanced, advancing

prime minister, n. the head of the government in some countries (35)

Example: The prime minister of England meets with the queen to discuss issues of government.

“peace treaty,” (phrase) an agreement between two or more groups to bring an end to fighting, conflict, or war between them (36)

Example: England and France signed a peace treaty that brought the French and Indian War to an end.

Variation(s): peace treaties

THE CORE LESSON 35 MIN

Introduce “The French and Indian War”

5 MIN

Ask students to give their opinions about the most important target in a war. Ask students to think back to wars that they have studied earlier this year and last year. What kind of place would they attack first and why? Help students to understand that the largest city is often an important target. This is because it’s often the seat, or location, of the government. Controlling the largest city also means controlling its population.

Tell the students that in this chapter they will be learning about key events of a war that took place between the British and the French—although the war is called the French and Indian War. Activate students’ prior knowledge with a discussion of Samuel de Champlain and the French settlement of Canada. Students in Core Knowledge Schools in Grade 3 learned that Champlain forged strong ties between the French and Algonquin and Huron tribes. Ask students to consider how a close relationship with Native Americans would help the French during the French and Indian War.

Tell students they will learn what happened when the British attacked Quebec, the largest city in French Canada. Call attention to the Big Question and suggest to students that they look for the ways the British defeated the French during the French and Indian War as they read.

Guided Reading Supports for “The French and Indian War”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A War in the Colonies" and "Fighting in the Woods," Pages 32–35

Chapter 5 The French and Indian War

A War in the Colonies Washington's small battle against the French started the French and Indian War. On one side was France, their French colonists in North America, and their Native American allies. On the other side was Great Britain and its British colonists in North America.

Great Britain and France had been fighting each other on and off for nearly a hundred years. No one was surprised that they were at war again. The two European countries had colonies all over the world. Both wanted to control the other's colonies. It was no surprise when the war that began in North America spread to two other continents and the Atlantic, Pacific, and Indian Oceans. In Europe and Asia, the war was called the Seven Year War. In North America, it was called the French and Indian War.

Page 32



Page 33

Fighting in the Woods
The British were determined to take Fort Duquesne and drive the French out of the Ohio River Valley. In 1755, seven soldiers from the British army under General Edward Braddock with 2,200 soldiers from the British army under General George Washington offered their services to the British general. Braddock appointed the eager young Virginian to the position of colonel (A colonel is a high-ranking military officer). Washington was put in charge of 450 colonial soldiers.

Braddock was an experienced general. He knew how to fight in Europe, where armies battled on great open fields. He knew very little about fighting a war in the woods of North America. Even worse, he was too stubborn to listen to anyone who did.

The first thing Braddock did was order his men to cut a hundred-mile-long road through the woods toward Fort Duquesne. His army would march on the road—almost as if they were on parade.

General Braddock knew better than to march in a straight line. He and his soldiers knew that in the woods, they could be ambushed. He and his soldiers knew that in the woods, General Braddock could be attacked at any moment from anywhere. Braddock ignored this advice. They were only colonists. What did they know about the art of war?

A few miles from Fort Duquesne, French soldiers and their Native American allies attacked Braddock's army without warning. They were in the thick woods. The British didn't know what hit them. Their bright red coats made them easy targets. They panicked and ran. General Braddock was killed.

Fortunately for the British, George Washington had joined them. Courageously exposing himself to danger, Washington led the remaining British soldiers to safety.

Victory for the British
For a time, the French and Indian War went badly for the British elsewhere too. Things began to turn around when William Pitt became the British prime minister. As prime minister, Pitt was in charge of Great Britain's foreign affairs. This included foreign wars and dealing with the colonies.

It was true that the war was being fought around the world, not just in North America. But Pitt knew the American colonies were the most important of North America's lands. If that

Ask students to read the two paragraphs on page 32 of the section "A War in the Colonies" quietly to themselves.

Scaffold understanding as follows:

SUPPORT—Call attention to the image of the French and British conflict map on page 33. Explain to the students that the French and Indian War was fought not just in the British colonies but in the French colonies as well. Explain that during the 1700s transportation was much different than it is today. This made fighting a war even more challenging.

CORE VOCABULARY—**Read the title of the section "Fighting in the Woods" out loud.** Call attention to the vocabulary word *colonel* and explain its meaning.

Ask students to read the first two paragraphs of the section on page 34 quietly to themselves.

CORE VOCABULARY—Call attention to the vocabulary word *parade* and explain its meaning. Ask students what a parade of soldiers would look like. Point out the vocabulary word *advance*. Explain the meaning of the word and ask students what the opposite of advance would be.

Ask students to read the remainder of this section quietly to themselves, stopping at the heading "Victory for the British" on page 35.

SUPPORT—Call attention to the image on page 35 of the Huron fighting in the forest alongside the French. Explain to the students that the fighting tactics of the Native American allies were much different than those of the British. As a result, General Braddock was unprepared and caught by surprise.

After students have read the text, ask the following questions:

INFERRENTIAL—Why do you think George Washington was eager to volunteer to fight for General Braddock in the French and Indian War?

- » He wanted another chance after making mistakes when he first fought against the French at Fort Duquesne.

EVALUATIVE—What was General Braddock's attitude toward George Washington and the American army?

- » He felt superior to them and was very stubborn. He felt that because he was a general and a trained soldier, he knew more than they did.

LITERAL—What happened to General Braddock and his troops just a few miles from Fort Duquesne?

- » Native Americans surprise attacked the troops. General Braddock was killed in the battle.

"Victory for the British," Pages 35–37

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the vocabulary term *prime minister* and explain its meaning. Ask students to identify which leader in the United States is most like the British prime minister.

Ask students to read the first two paragraphs of the section on pages 35–36.

 **SUPPORT**—Continue reading the next three paragraphs of the text on page 36 aloud. Bring students' attention to the map on page 37.

Point out to students the key areas of conflict, especially Quebec and the St. Lawrence River. Explain that the St. Lawrence River was an important waterway at the time. The French used it for transportation and for shipping goods between the colonies and France.

Finish reading the remainder of the chapter out loud.

CORE VOCABULARY—Call attention to and reread the sentence with the vocabulary term "peace treaty." Ask students if they can figure out the meaning of the term based on its individual components and the context.

Explain that the peace treaty was what officially ended the French and Indian War between France and Great Britain. Explain that peace treaties are often named after the place where they were signed. In this case, the Treaty of Paris of 1763 was signed in Paris.

 **SUPPORT**—Call attention to the territory map after the end of the French and Indian War. Explain to students that after the war ended, the British gained new territories throughout North America. Ask students to use the map key as you highlight the specific areas on the map that show how the French and Indian War helped the British colonies grow.

After you read the text, ask the following questions:

LITERAL—Who was William Pitt, and what was his role in the war?

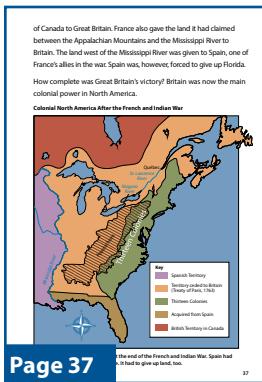
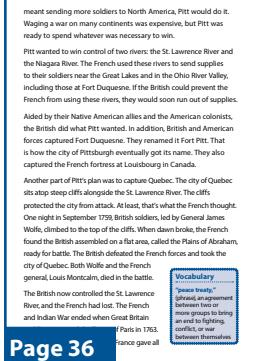
- » He was the British prime minister in charge of Great Britain's foreign affairs in lands outside of Great Britain. He spent whatever was needed and ordered British armies to get control of two rivers in North America.

LITERAL—How did the British take Quebec?

- » They climbed the cliffs of Quebec at night and were ready to fight the French at dawn.

 **LITERAL**—What did the British gain from the French and Indian War?

- » The British gained all of Canada and all of the land between the Appalachian Mountains and the Mississippi River.



Page 37

37

EVALUATIVE—How do you think Braddock’s treatment of Washington and his soldiers made them feel toward the British army?

- » They didn’t like being treated this way, especially because most of them were born in the colonies and knew the land better than the British did.

EVALUATIVE—How important were the colonists in helping the British defeat the French?

- » The colonists played an active role in fighting for the British army. Without their support the British would have struggled to defeat the French.

Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did the British defeat the French in the French and Indian War?”
- Post the image card under the date referencing the 1750s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did the British defeat the French in the French and Indian War?”
 - » Key points students should cite include: William Pitt dedicated more troops and more money to the conflict. The British were able to capture several French strongholds, including Fort Duquesne and Louisburg. They also captured Quebec, the largest city in French Canada. Control of the St. Lawrence River also helped them secure a victory.
- Choose one of the Core Vocabulary terms (*colonel, parade, advance, prime minister,*) or the phrase “peace treaty,” and write a sentence using the term or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–5 (RI.4.4, L.4.6)

15 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Domain Vocabulary Chapters 1–5 activity page (AP 5.1)

Distribute AP 5.1, Domain Vocabulary Chapters 1–5 activity page, found in the Teacher Resources section (page 146), and direct students to complete the sentences based on the vocabulary terms they have learned so far. Remind students that not all vocabulary terms listed in the activity's word bank will be used.

Note: this activity page may also be distributed for homework.

The Quarrel with Britain Begins

The Big Question: What were the reasons why George III would not allow the colonists to move west into the Ohio River Valley?

Primary Focus Objectives

- ✓ Understand the colonial policies Britain made as a result of the French and Indian War, including the Proclamation of 1763. ([RI.4.7](#))
- ✓ Understand the effects of these policies on the American colonies. ([RI.4.5](#))
- ✓ Understand the meaning of the following domain-specific vocabulary: *proclamation, import, tax collector, and molasses.* ([RI.4.4](#))

What Teachers Need to Know

For background information, download the CKHG Online Resource “About British Taxes”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

proclamation, n. an important official announcement that is usually made to the public ([40](#))

Example: The governor made the official proclamation that citizens were to pay a new tax on paper goods.

Variation(s): proclamations

import, v. to bring in goods to one country from another country ([42](#))

Example: The colonists loved to drink tea, but because they did not grow it themselves, they had to import it from England.

Variation(s): importing

tax collector, n. a person appointed by the government who is responsible for collecting taxes from citizens (42)

Example: The angry protestors mobbed the tax collector when he attempted to take their money.

Variation(s): tax collectors

molasses, n. a thick, dark, sticky syrup made from sugar (42)

Example: Sally used molasses to sweeten the cookies she was baking.

THE CORE LESSON 35 MIN

Introduce “The Quarrel with Britain Begins”

5 MIN

Explain to students that after the French and Indian War, Great Britain was in debt and needed to find a way to pay for the French and Indian War now that it was over. Tell the students that in this chapter, they will learn about the ways Great Britain tried to pay for the war and how those efforts affected the colonists. Explain that Great Britain also enacted policies that would lay the groundwork for conflict with the colonies. Call attention to the Big Question. Suggest to students that they look for the reasons King George III would not let colonists move west into the Ohio River Valley.

Guided Reading Supports for “The Quarrel with Britain Begins” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Colonists Claim New Land,” Pages 38–40



Scaffold understanding as follows:

 **SUPPORT**—Read the heading “Colonists Claim New Land” out loud.

Remind students that the British gained new territory from France after the French and Indian War, including Canada and, more importantly, the land west of the Appalachian Mountains to the Mississippi River.

Review the map on page 37 of the Student Reader, pointing out key features such as the Appalachian Mountains.

Read the first two paragraphs on page 38–40 of the section out loud.

CORE VOCABULARY—Explain the meaning of the word *proclamation*.



Page 39

We land in the Ohio River Valley and set up farms.

Ask students to read the remaining two paragraphs of the section on page 40 to themselves.

After students have read the section, ask the following questions:

LITERAL—What was the purpose of the Proclamation of 1763?

- » The purpose was to prevent colonists from settling west of an imaginary line drawn along the Appalachian Mountains.

EVALUATIVE—Do you think the Proclamation of 1763 was fair to the colonists? Why or why not?

- » Students may say that the proclamation was fair because it indirectly allowed Native Americans to stay on their own land and prevented conflicts between Native Americans and settlers. Students may also argue that it was unfair because the colonists should have the right to move westward, especially because they helped fight for the new territory.

INFERRENTIAL—How do you think the colonists felt about having British troops stationed in the colonies to enforce the Proclamation of 1763?

- » They did not like that British troops were present in the colonies, especially when they were not in a time of war.

Native Americans had given up their claim to land in the Ohio River Valley and beyond, many colonists looked forward to using the land themselves. The British government saw the matter differently. Many groups of Native Americans lived on that land. Some of them had fought against the British in the war against France. The British believed that the colonists did not want to start a new one with Native Americans. They would surely have one, though. If colonists kept pushing onto Native American lands, In fact, one conflict did break out among Native Americans, settlers, and British soldiers. This conflict was called Pontiac's War. During this rebellion, Native Americans in the Great Lakes area tried to drive settlers off of their land.

Great Britain believed that it would be best to keep colonists away from Native Americans. To do this, King George III drew a line running along the Appalachian Mountains from New York all the way south to Georgia. He then issued a proclamation. Until further notice, no more colonists were allowed to settle west of that line.

The Proclamation of 1763 angered the colonists. They had not fought the French to win land for Native Americans. They expected to keep it for themselves. Now their own king was telling them they couldn't settle there. He also said that thousands of British soldiers would stay along the frontier to enforce the proclamation. The presence of British soldiers meant colonists could not cross the line.

Vocabulary
proclamation, n.
an important official announcement
that is usually made to the public

Page 40

"The Quarrel Grows," Pages 41–43

Scaffold understanding as follows:

SUPPORT—Read the heading "The Quarrel Grows" out loud. Explain to students that a quarrel is a disagreement.

Ask students to read the first three paragraphs of the section on page 41 to themselves.

CORE VOCABULARY—Explain the meaning of the word *import*. Call attention to the term *tax collector*. Ask students if they can figure out the meaning of this term based on its individual components.

Read the paragraph at the top of page 42 out loud.

CORE VOCABULARY—Before beginning the next paragraph, explain to students that *molasses* is a dark brown syrup made from sugar. Tell the students that the colonists used it to sweeten the food that they cooked.

Ask students to read the second paragraph on page 42 to themselves.

SUPPORT—Reread the sentence, "These officials could enter and search colonists' homes and business without the owner's permission." Call attention to the image of the British soldiers on page 43 and explain that the Quartering Act forced colonists to house British soldiers stationed in the colonies.

Native Americans did not allow the colonists to move onto their land. The Quarrel Grows

Soon the colonists had an even bigger disagreement with Great Britain. This new quarrel also grew from the war with France. Britain spent a lot of money to win the French and Indian War. In fact, it spent more money than the British government really had. The government had borrowed what it needed to pay for the war. Now it had to pay back the borrowed money. It also needed to pay for the soldiers on the North American frontier.

Where was this money going to come from? Parliament thought the colonists should pay—maybe not all of the money, but certainly a fair share. The colonists had been helped by Britain's soldiers. So the colonists should help pay for it.

Page 41

Vocabulary
import, v.
bring in goods to one country from another country

First, Parliament said colonists needed to start paying the taxes they should have been paying all along. For example, colonists were supposed to pay taxes on certain imported goods. Instead, they had been smuggling—bringing in the goods secretly without paying the tax collectors. The British government made officials to the colonies to make sure the colonists paid their taxes. These officials were especially interested in new taxes on sugar and molasses. These officials could enter and search colonists' homes and businesses without the owners' permission. They could search for smuggled goods or anything else that showed colonists had broken the law.

Remember the "rights of Englishmen"? One of those rights said that government officials not just search a home or business whenever they felt like it. How could the British government take this right away from its colonists?

Parliament found another way to make colonists pay. When the French and Indian War ended, there were thousands of British soldiers in the colonies. The British government wanted to keep them there. To help pay for this, Parliament passed the Quartering Act. The act required colonial governments to supply quarters for the British soldiers. Quarters were places to live.

Page 42

Vocabulary
molasses, n.
thick, sticky syrup made from sugar

The colonists did not like the Quartering Act. Why did the British government want to keep soldiers in the colonies? If it was for the colonists' protection, whom were they being protected from? Were the soldiers staying in the colonies to make sure that colonists obeyed British laws, even the unfair ones?



Many colonists did not like having to quarter British soldiers in their homes.

Page 43

Have students read the remainder of the section to themselves.

After students have read the section, ask the following questions:

LITERAL—Why did the British government need money after the French and Indian War?

- » The British needed to cover the costs of waging the war because they had borrowed money to fight the war. They also needed money to pay the costs of the British soldiers protecting the newly gained territories.

LITERAL—What steps did Parliament take in order to raise money from the colonies?

- » It created new taxes on various imported goods and sent officials to the colonies to make sure that all of the taxes were paid.

INFERRENTIAL—Why do you think the colonists reacted negatively to the Quartering Act?

- » They felt that Parliament was violating their rights as British citizens.

EVALUATIVE—What impact do you think the Proclamation Act of 1763 and the Quartering Act had on the relationship between the colonies and Great Britain?

- » The colonists were angry that their rights had been taken away. They also did not think it was fair that they couldn't settle on the new lands gained after the French and Indian War. This led to discontent between the two parties, which continued to grow over time.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What were the reasons why George III would not allow the colonists to move west into the Ohio River Valley?"
 - » Key points students should cite include: Great Britain did not want to start a new war with Native Americans living on the land, and the colonists had already experienced conflict in the form of Pontiac's Rebellion.
- Choose one of the Core Vocabulary terms (*proclamation, import, tax collector, or molasses*) and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

The Stamp Act Crisis

The Big Question: Why did the Stamp Act cause so much anger in the colonies?

Primary Focus Objectives

- ✓ Understand the purpose of the Stamp Act. ([RI.4.3](#))
- ✓ Explain how the colonists organized themselves to protest the Stamp Act. ([RI.4.5](#))
- ✓ Understand the meaning of the following domain-specific vocabulary: *boycott*, *Patriot*, *repeal*, and *resistance*; and of the phrases “taxation without representation” and “course of action.” ([RI.4.4](#))

Core Vocabulary (Student Reader page numbers listed below)

“taxation without representation,” (phrase) the idea that American colonists did not have a say in the English Parliament, which enacted taxes without their consent ([46](#))

Example: After Parliament passed the Stamp Act, “no taxation without representation” became a rallying cry for the colonists.

boycott, n. a form of organized protest in which people refuse to buy goods or have anything to do with a particular group or country ([47](#))

Example: Samuel Adams encouraged a boycott of items imported from Great Britain.

Variation(s): boycotts, boycotted, boycotting

boycott v., to refuse to buy goods or have anything to do with a particular group or country

Patriot, n. a person who supported the cause of the colonists during the American Revolution ([48](#))

Example: John Adams, a well-known Patriot, helped the colonial cause in a number of ways.

Variation(s): Patriots

“course of action,” (phrase) a plan to respond to a situation ([48](#))

Example: After the passage of the Stamp Act, the colonists met to come up with a course of action in response.

Variation(s): courses of action

repeal, v. to cancel or do away with something, such as a law (49)

Example: Protests and boycotts led by the colonists convinced Parliament to repeal the Stamp Act.

Variation(s): repeals, repealed, repealing

resistance, n. an effort to stop a law or policy from taking effect (49)

Example: Boycotts were just one form of resistance that the colonists used to get their way with Parliament.

THE CORE LESSON 35 MIN

Introduce “The Stamp Act Crisis”

5 MIN

Write the word *boycott* on the board or chart paper. Explain to students that a boycott is an organized protest in which people refuse to buy goods or do business with a particular group of people, company, or country. The word *boycott* comes from an English land agent named Charles C. Boycott. He refused to reduce the high rents he charged his Irish tenants. The tenants responded by refusing to buy any of Boycott’s goods or land. The word *boycott* did not become a part of the English language until 1897, more than one hundred years after the events covered in this lesson.

The idea of the boycott, however, is older than the word itself and was very familiar to the colonists in the 1700s. Ask students to recall why colonists would have wanted to boycott British goods. What had Parliament done that colonists would have wanted to protest? (*Proclamation of 1763, new taxes, Quartering Act*)

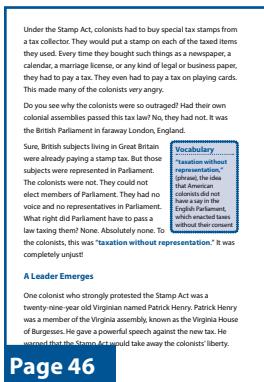
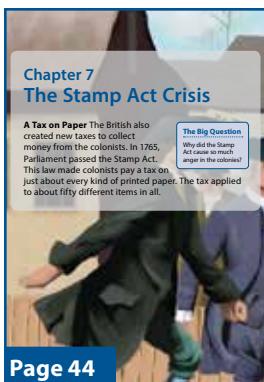
Tell students that they will read about how the colonists used a boycott to protest Parliament and its policies and actions. Call attention to the Big Question and encourage students to look for reasons why the Stamp Act angered colonists as they read the chapter.

Guided Reading Supports for “The Stamp Act Crisis”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A Tax on Paper," Pages 44–46



Ask students to read the section "A Tax on Paper" on pages 44–46 to themselves.

After students read the text, ask the following questions:

LITERAL—What was the Stamp Act?

- » It was a law that placed a tax on roughly fifty different kinds of printed paper, including newspapers and legal documents.

LITERAL—Why did the colonists object to the Stamp Act?

- » Neither the colonists nor their representatives had voted on a stamp tax. Parliament had enacted the tax without their consent.

LITERAL—What does the phrase "taxation without representation" mean?

- » The colonists were taxed without having a say in the government.

SUPPORT—Call attention to the vocabulary phrase "taxation without representation" on page 46. Reread aloud the last several sentences of this paragraph, starting with the sentence, "What right did Parliament have to pass a law taxing them?" Ask students to try to determine the meaning of the phrase by breaking it into its individual components. Remind the students that the colonists did not have representation in Parliament like other British citizens did.

"A Leader Emerges" and "The Colonies Protest," Pages 46–49

Scaffold understanding as follows:

SUPPORT—Read the heading "A Leader Emerges" out loud. Explain to students that when something emerges, it becomes apparent.

Read the entire section to the students out loud. Call attention to the image of Patrick Henry on page 47 and read the caption. Explain to students that Patrick Henry's speech and newspaper article had a large impact on other colonists. Explain that Patrick Henry was a prominent figure during the Stamp Act Crisis; he will also appear in later chapters in the unit.



CORE VOCABULARY—Read the sentence, “They also organized a boycott of British goods.” Remind students of the meaning of the word *boycott*. Call attention to the word *Patriot* and explain its meaning.

Ask students to read the first three paragraphs of the section “The Colonies Protest” on pages 47–48 to themselves, stopping after the word *Patriot*.

CORE VOCABULARY—Explain the meaning of the phrase “course of action.” Read the sentence, “They also asked Parliament to repeal the hated law,” out loud. Ask students to determine the meaning of the word *repeal* in the context of the sentence.

Read aloud the paragraph that starts on the bottom of page 48 and finishes at the top of page 49.

CORE VOCABULARY—Explain the meaning of the word *resistance*. Point out the connection between the earlier vocabulary word *resist* and the new word, *resistance*.

Ask a student volunteer to read aloud the remaining two paragraphs of the section.

After the student volunteer reads the text, ask the following questions:

LITERAL—How did the colonists protest the Stamp Act?

- » They formed groups such as the Sons of Liberty and the Daughters of Liberty. These groups organized boycotts of British goods. The colonists also held a meeting called the Stamp Act Congress to ask Parliament to repeal the law.

INFERRENTIAL—Why do you think Patrick Henry’s newspaper article had an impact on other colonists?

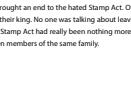
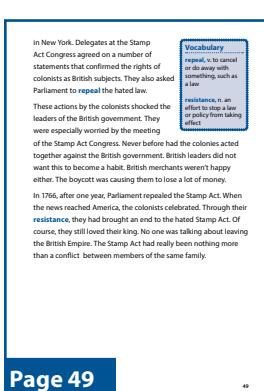
- » Patrick Henry’s views challenged the colonists to think about the Stamp Act and the colonies’ response in a new way.

EVALUATIVE—In what way were the Daughters of Liberty important in repealing the Stamp Act?

- » They helped keep boycotts of British goods going by making fabrics and textiles that the colonists would have had to buy from the British.



Patrick Henry's newspaper article influenced many colonists.



Patrick Henry's newspaper article influenced many colonists.

Timeline

- Show students the Chapter 7 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why did the Stamp Act cause so much anger in the colonists?”
- Post the image card beneath the date referencing the 1760s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why did the Stamp Act cause so much anger in the colonies?”
 - » Key points students should cite include: The colonists did not have any say in Parliament. As a result, the Stamp Act was passed without their consent. They believed they shouldn’t have to pay such a tax and that it was “taxation without representation.”
- Choose one of the Core Vocabulary words (*boycott, Patriot, repeal, or resistance*) or one of the phrases (“taxation without representation” or “course of action”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Taxation Without Representation (W.4.2)

45 MIN

Remind students that one of the biggest problems the colonists had with Parliament was the issue of taxation without representation. Parliament created new taxes that the colonists had to pay, but the colonists couldn’t do anything about it.

Distribute to each student ten pieces of classroom currency. Currency can be ten pieces of paper marked as one dollar or take the form of ten pennies, counters, etc. Tell students that they must pay the tax collector one unit of currency if they have or are wearing any of the objects on the list below. For each item on the list that a student has in their possession or is wearing, they owe the tax collector one unit of currency. For example, if a student has three pencils, then they would owe three units of currency.

- A pair of jeans or pants
- A pair of glasses

- A pair of sneakers
- Pencil
- Shirt or blouse
- Backpack
- Earring
- Ring
- Bracelet
- A pair of socks

As teacher, play the role of tax collector. Have students review the list posted on an overhead projector or on the board or chart paper and ask them to determine how much money they owe the tax collector. After collecting “taxes” from the students, count the money and explain to them that the money is divided in three ways. As tax collector, you get to keep ten percent of the tax revenue. Parliament takes fifty percent of the tax revenue to pay for maintaining the empire. The monarch, King George III, gets to keep forty percent of the tax revenue just because he’s the king. Tell students that as tax collector, you’re going to treat yourself with the money you’ve taken from them. Meanwhile, the students can only have a say about the money they have left over.

Ask students to reflect on the activity and have them respond to the discussion question in a short paragraph: “How do you feel about the tax rate and the way the tax money was used? How do your personal feelings relate to the feelings of the colonists about taxation without representation?”

- Students should note that it is unfair for the tax collector to take such a large share and for the king to take nearly half of the money simply for being king. Explain to students that their feelings are very similar to what the colonists must have felt. They thought the taxes passed by Parliament were unfair because they were very high and at the same time, they didn’t have any say in the taxes that were passed. Despite this fact, most colonists still remained loyal to the king.

Ask several students to share their responses.

As time permits, ask students to brainstorm and discuss what action(s) they might take if a tax such as the one they just role-played were really enacted by the school. Emphasize different courses of action that would, in fact, be available to students, such as writing a letter to their principal, the school board, or a newspaper, speaking at a school board meeting, making a conscious effort to wear or bring as few of the taxed items as possible to school, etc.

Parliament Stumbles Again

The Big Question: Why did the British government repeal the Townshend Acts?

Primary Focus Objectives

- ✓ Understand the further actions of Parliament and the colonial responses to these actions. (RI.4.5)
- ✓ Explain what happened at the Boston Massacre. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *harbor*, *manufacturer*, *massacre*, *silversmith*, and *engraving*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About British Taxes”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

harbor, n. a part of a body of water that is next to land and provides a safe place for ships to anchor (52)

Example: The ship made its way into the harbor to dock and unload its cargo.

Variation(s): harbors

manufacturer, n. a person or company that makes or produces an item to be sold (52)

Example: A textile manufacturer in Great Britain spun thread and wove cloth to be sold to the colonists.

Variation(s): manufacturers

massacre, n. the violent killing of defenseless people (55)

Example: Some people described the killing of the colonists in Boston by the British soldiers as a massacre.

Variation(s): massacres

silversmith, n. a person who makes things out of silver (55)

Example: Paul Revere was a popular silversmith in Boston who made various objects out of the metal.

Variation(s): silversmiths

engraving, n. a design or pattern that is cut into the surface of an object (55)

Example: A popular engraving carved into metal depicted the events of the Boston Massacre.

Variation(s): engravings

THE CORE LESSON 35 MIN

Introduce “Parliament Stumbles Again”

5 MIN

Review the reasons for colonists’ growing discontent with Britain’s Parliament, and ask volunteers to share examples of what Parliament did that angered colonists. Guide students to recall the Proclamation of 1763, the Quartering Act, and the Stamp Act.

Ask students how colonists responded to the Stamp Act, in particular. (*Possible answers: They protested. They resisted. They boycotted.*)

Read the title of the chapter, “Parliament Stumbles Again,” asking students to quickly Turn and Talk with a partner to discuss what the title means. After one or more pairs share, provide additional explanation as needed that the title means that even after the experience with the Stamp Act, Parliament does something to make matters worse.

Call attention to the Big Question and encourage students to look for information about the Townshend Acts and the reasons why the British government repealed them as they read.

Guided Reading Supports for “Parliament Stumbles Again”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Who Is in Charge?" Pages 50–53



Scaffold understanding as follows:

CORE VOCABULARY—Read the entire section "Who Is in Charge?" on pages 50–53 out loud. Be sure to pause briefly after the vocabulary terms *harbor* and *manufacturers* and explain the meaning of each.

Stop to discuss the first line of the third paragraph, "Taxation without representation again?" Remind students that this is a vocabulary phrase from a previous chapter. Explain to students that "taxation without representation" was a common theme in the years leading to the American Revolution.

Ask students to turn back to pages 50–51 and discuss the image based on what they just read.

After reading the text, ask the following questions:

LITERAL—What were the Townshend Acts?

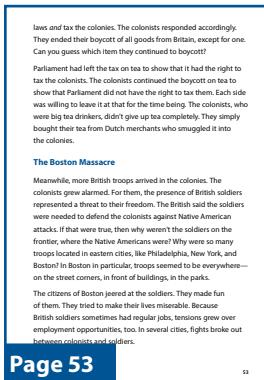
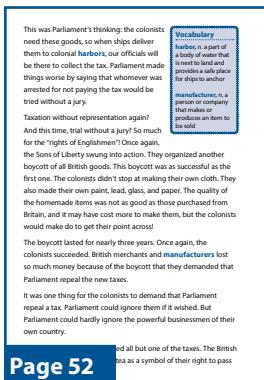
- » They were new taxes on paper, paint, glass, lead, and tea.

LITERAL—Why did Parliament create the Townshend Acts?

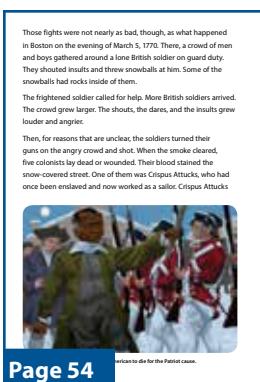
- » Parliament still needed money and taxed these imports to raise money.

EVALUATIVE—How was the colonists' response to the Townshend Acts similar to the Stamp Act?

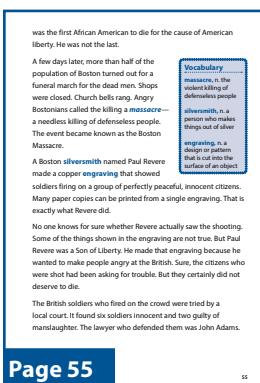
- » The colonists believed that both acts were "taxation without representation." They thought the taxes were unfair and boycotted British goods in response.



"The Boston Massacre," Pages 53–55



Page 54



Page 55

Scaffold understanding as follows:

CORE VOCABULARY—Read the heading "The Boston Massacre" on page 53 and define the vocabulary word *massacre*. Ask students what they think happened in Boston, based on this definition.

Ask student volunteers to read the section "The Boston Massacre" aloud.

CORE VOCABULARY—Review the vocabulary words *silversmith* and *engraving* and explain the meaning of each. Point out that a silversmith makes things, including engravings, out of silver and other metals.

SUPPORT—Discuss the image on page 54. Call attention to the caption about Crispus Attucks. Explain to students that many people lost their lives fighting for independence. Crispus Attucks is a significant figure because he was the first African American to lose his life supporting the Patriot cause.

After volunteers have read the text, ask the following questions:

LITERAL—Describe the feelings between the British soldiers and the people of Boston.

- » Both sides disliked each other; the Bostonians resented the soldiers and the soldiers thought of the citizens as rebels. There was tension between both groups and many fights broke out.

LITERAL—What occurred at the Boston Massacre?

- » A mob threw stones and snowballs at British soldiers. The British soldiers fired on the crowd. Five people were killed, including Crispus Attucks, the first African American to die during the American Revolution.

INFERRENTIAL—Why would Paul Revere create an engraving of the Boston Massacre instead of just a painting?

- » An unlimited number of prints can be created from a single engraving. As a result, Revere's depiction of the Boston Massacre could be widely circulated throughout the colonies.

Timeline

- Show students the Chapter 8 Timeline image cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "Why did the British government repeal the Townshend Acts?"
- Post the image card of the Townshend Acts beneath the date referencing the 1760s after the image card of the Stamp Act; place the image card of the Boston Massacre beneath the date referencing the 1770s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why did the British government repeal the Townshend Acts?"
 - » Key points students should cite include: The Sons and Daughters of Liberty sustained a three-year boycott of British goods to protest the Townshend Acts. The boycott had a significant impact on British manufacturers; because they were losing so much money, they demanded Parliament repeal the taxes.
- Choose one of the Core Vocabulary words (*harbor, manufacturer, massacre, silversmith, or engraving*), and write a sentence using the word. Ask several students to share their responses.

Additional Activities



Paul Revere's Engraving of the Boston Massacre (RI.4.3, RI.4.7)

20 MIN

Materials Needed: Image of Paul Revere's engraving of the Boston Massacre.

Alternate Art Activity for Paul Revere's Engraving of the Boston Massacre:
If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4, available at:

www.coreknowledge.org/store

Display an image of Paul Revere's engraving of the Boston Massacre, such as the copy at the Boston Athenaeum.

Use this link to download the CKHG Online Resources for this unit, where a specific link with background information about Paul Revere's engraving may be found:

www.coreknowledge.org/ckhg-online-resources

Use the image or art resource to discuss key features of Paul Revere's engraving as outlined in the following activity.

Review the Context

Remind students of what they read in Chapter 8 about Paul Revere and his engraving:

- Revere was a Boston silversmith.
- He made an engraving about the Boston Massacre.
- He wanted the engraving to make people angry at the British.

Analyze the Image

Ask students to summarize generally what the engraving shows. (*British soldiers firing on a group of peaceful citizens.*)

Then guide students to recognize details that helped Revere accomplish his goal of making people angry:

- The title of the engraving is “The Bloody Massacre in King Street.”
- The British are lined up, and the officer holding up his sword is giving the order to fire. This detail suggests the British planned the massacre.
- The colonists are shown as peaceful or reacting to the British shots. This suggests they did nothing against the British soldiers, which is not true.
- The building behind the British is called “Butcher’s Hall,” which plants the idea that the British were butchers—or merciless killers.
- The faces of the British soldiers are sharp and angular, which makes them look mean and dangerous. The colonists’ faces, by contrast, are softer and rounder, making them look innocent.

Challenge: The Boston Massacre as told by John Tudor (RI.4.2, RI.4.3) 25 MIN

Materials Needed: Sufficient copies of NFE 1, “The Boston Massacre” as told by John Tudor, found in the CKHG Online Resources for this unit.

Note: You may wish to combine this activity with the Paul Revere’s Engraving Additional Activity and have students compare the two primary sources and decide which source is more reliable or trustworthy.

Introduce the term *primary source*. Explain that a primary source is text or an image about a time period in history from that time period in history. If you conducted the Additional Activity about Paul Revere’s engraving of the Boston Massacre, explain that Revere’s engraving is a primary source.

Tell students that they are going to read a primary source about the Boston Massacre. Distribute NFE 1, The Boston Massacre as told by John Tudor. Have students follow along as you read the account out loud.

Have students discuss one or both of the following questions in small groups:

- Do you think Tudor’s account of what happened is fair and accurate? Why or why not? (*Answers will vary. Students should support their opinions with details from the text.*)
- Which account do you think is more trustworthy: Tudor’s or Paul Revere’s engraving? Why? (*Students should recognize that Tudor’s is more trustworthy, because Revere’s purpose in creating the engraving was to make people angry.*)

CHAPTER 9

A Change in Thinking

The Big Question: What was the Committee of Correspondence?

Primary Focus Objectives

- ✓ Identify Sam Adams and explain his role in forming the Committee of Correspondence. (RI.4.3)
- ✓ Describe the colonists' attitude towards Britain after the Boston Massacre. (RI.4.3)
- ✓ Explain how the Committees of Correspondence formed and what their purpose was. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *committee* and *quill pen*. (RI.4.4)

Core Vocabulary (Student Reader page numbers listed below)

committee, n. a group of people selected to do a certain task (60)

Example: The committee met to decide how to organize the community picnic.

Variation(s): committees

quill pen, n. a pen made from the feather of a bird (60)

Example: Thomas Jefferson dipped his quill pen in the ink and signed the Declaration of Independence.

Variation(s): quill pens

THE CORE LESSON 35 MIN

Introduce “A Change in Thinking”

5 MIN

Ask students to describe the conflict between the colonists and Parliament so far. List events and ideas on the board or chart paper for students to see. Ask students to make a prediction about what they think will happen next. If the students were colonists, how would they feel about Britain at this point? Remind students of key events, including the Boston Massacre. Even though the colonists provoked the fighting that night, the colonists would argue that the soldiers shouldn't have been in Boston in the first place.

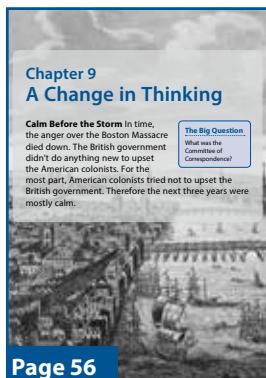
Tell the students that this chapter explains a gradual shift in the attitude of the colonists—at first they wanted to reconcile or bury their differences with Great Britain and try to get along. However, as time passed, thinking changed. Call attention to the Big Question and encourage students to look for the answer to the question, “What was the Committee of Correspondence?”

Guided Reading Supports for “A Change in Thinking”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Calm Before the Storm,” Pages 56–58



Scaffold understanding as follows:

SUPPORT—Call attention to the image of London on pages 56 and 57. Explain to students that the image depicts London during the 1700s. Remind students that Great Britain was the “mother country” to the colonies, and at this point in history, colonists still considered themselves British. Ask students to reflect on the title of the section, “Calm Before the Storm.” Explain to students the meaning of the phrase and its context before beginning the section.

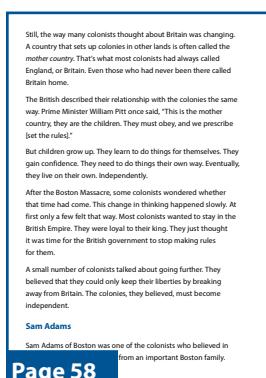
Ask students to volunteer to read each paragraph in this section.

After students read the text, ask the following questions:



INFERRENTIAL—Why would the colonists still remain loyal to Great Britain at this point in time?

- » Some colonists still felt a connection with Britain as their homeland and may have still had friends or family that lived there. Others might have felt that the colonies were too young and inexperienced to govern themselves or too weak to protect themselves.



"Sam Adams," Pages 58–61



Sam Adams wanted the colonies to be independent of Great Britain.
In 1765, at the time of the Stamp Act, Adams helped to organize the Sons of Liberty. He was one of the leaders in the boycotts against British goods.

From that time forward, Adams worked to convince others that Great Britain's policies were unfair. In newspaper articles

Page 59

59

he told colonists to stand up for their rights. "The liberties of our country . . . are worth defending at all risks," he wrote. It would be a "disgrace" to allow our freedoms to be taken away "from us by violence, without a struggle, or be cheated out of them by tricks . . ."

After the Boston Massacre, Adams and others in Boston created a way to alert colonists if or when the British government threatened their liberties again. In 1773, they set up a Committee of Correspondence.

Correspondence means "an exchange of letters." If the British again took away any "rights of Englishmen," committee members would immediately send letters across Massachusetts with the news.

The idea spread quickly to other colonies. Soon there was a great network of Committees of Correspondence. They could get news out quickly within each colony and from one colony to another.

Of course these committees didn't put away their quill pens and paper and wait for the next conflict. They wrote to each other often and by letter, the idea of independence spread throughout the colonies. Those who wanted independence were still in the minority. But what would happen if the British government threatened their liberties once again?

Page 60

Vocabulary
committee, n. a group of people working together for a certain task
quill pen, n. a pen made from the feather of a bird

Ask students to read the first three paragraphs of this section on pages 58 to the top of page 60. Discuss the illustration and caption on page 59.

CORE VOCABULARY—Read the remainder of this section out loud.

Stop to explain the meaning of the vocabulary terms *committee* and *quill pen* as you come across them in the text.

SUPPORT—Call attention to the illustrated timeline on page 61. Ask students to reflect on the reasons for conflict they brainstormed at the start of class. Ask students to identify any events on the timeline that they may have missed. Explain to students that the conflict between the colonists and Great Britain had been slowly building for decades. Tell the students that they will learn about how the conflict and tension would eventually come to a head in upcoming chapters.

After reading the text, ask the following question:

LITERAL—Who was Sam Adams?

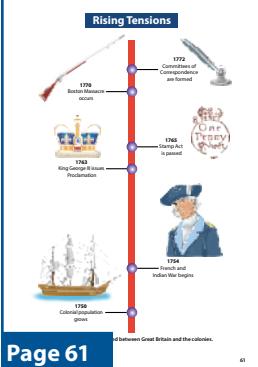
- » Adams was a Bostonian Patriot, a leader of the Sons of Liberty, and founder of the Committee of Correspondence. He was one of the first colonists who favored independence from Britain.

LITERAL—What was the purpose of the Committees of Correspondence?

- » to promote the exchange of news and ideas among Patriots.

EVALUATIVE—How did the mood of the colonies change in the years after the Boston Massacre?

- » Many colonists no longer trusted Britain and doubted that real reconciliation could happen with the "mother country." Some people, including Sam Adams, began to promote the idea of independence throughout the colonies.



Page 61

61



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What was the Committee of Correspondence?"
 - » Key points students should cite include: The Committee of Correspondence, started by Sam Adams, was a group of Patriots who wrote to each other frequently to keep other colonists and colonies up to date about the actions of the British. The Committee of Correspondence helped to spread both news and ideas throughout the colonies.
- Choose one of the Core Vocabulary terms (*committee* or *quill pen*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 10

A Tea Party in Boston

The Big Question: What were the events that led to the Boston Tea Party?

Primary Focus Objectives

- ✓ Explain the events that led up to the Boston Tea Party. (RI.4.3)
- ✓ Describe the events of the Boston Tea Party. (RI.4.3)
- ✓ Explain what the Intolerable Acts were. (RI.4.7)
- ✓ Understand the meaning of the following domain-specific vocabulary: *oppose*, *intolerable*, and *resist*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Boston Tea Party and Intolerable Acts”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

intolerable, adj. unbearable (66)

Example: The actions of Parliament were intolerable for the colonists.

oppose, v. to be against something (66)

Example: It is easy to oppose things that you do not like.

Variation(s): opposes, opposed, opposing

resist, v. to go against (67)

Example: The colonists believed they had no other option but to resist the British government and branch out on their own.

Variation(s): resisted, resisting, resistance (n.)

THE CORE LESSON 35 MIN

Introduce “A Tea Party in Boston”

5 MIN

Ask students to summarize the events of the Boston Massacre and the formation of the Committee of Correspondence. Note that the Boston Massacre, in particular, made the citizens of Boston angry and distrustful of British authority.

Explain to the students that in colonial America, the colonists enjoyed drinking tea. Tell the students that they are going to read about a situation that made the colonists very angry. Call attention to the Big Question and encourage students to find out what the Boston Tea Party was and the events that led up to it as they read.

Guided Reading Supports for “A Tea Party in Boston”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Parliament Makes Another Mistake,” Pages 62–64

Scaffold understanding as follows:

SUPPORT—Read the title “Parliament Makes Another Mistake” out loud. Ask students to quickly recall the other “mistakes” that Parliament has made so far.

Ask students to read the remainder of the section quietly to themselves.

After students have read the text, ask the following questions:

LITERAL—What was the Tea Act of 1773?

- » It was an act passed by Parliament that lowered the price of tea but kept the tax on tea in the colonies.

INFERRENTIAL—Even though the Tea Act of 1773 actually lowered the cost of tea for the colonists, why do you think they were still upset with Parliament?

- » The colonists considered the Tea Act of 1773 “taxation without representation.” Even though the tea was less expensive, they were still troubled by the underlying principle of the tax.



Page 63

Chapter 10
A Tea Party in Boston

Parliament Makes Another Mistake Have you ever heard the expression, “He was too clever for his own good?” It means that sometimes a person thinks he has a smart solution to a problem. Instead, his solution makes things worse.

For example, Parliament had a new plan for tea. They wanted the colonists to buy tea from Britain instead of from the Dutch. Parliament had left the tax on tea just to show the colonists that it had the right to tax them. Meanwhile the colonists had maintained the boycott on tea just to show Parliament that it didn’t work.

Parliament decided its plan had not worked. British tea merchants had lost their colonial customers. The colonists were buying tea smuggled in by Dutch merchants. As a result, the government hadn’t collected more than a few pennies in taxes. So in 1773, Parliament came up with another plan. It passed the Tea Act.

Parliament’s new plan was clever but tricky. Parliament lowered the price of the tea itself. But it also kept the tax on the tea. When the tax was added to the price, the total cost was less than it had been when the tea was bought from the Dutch.

The Big Question
What were the events that led to the Boston Tea Party?

Page 62

Parliament thought the colonists would now buy British tea again. When they did, they would be paying the tea tax! Soon two thousand chests of tea were loaded aboard British ships bound for the American colonies. Once there, the tea would be sold by certain colonial merchants.

Unfortunately, Parliament was “too clever for its own good.” The Tea Act of 1773 proved to be only partly clever. The colonists were so angry that they did not even notice the price of tea. They cared about “taxation without representation.” They were not going to pay that tea tax, no matter what British tea cost.

News Travels Fast

As British tea ships headed for the colonies, Committees of Correspondence went to work. The news spread through the colonies. The Sons of Liberty prevented the tea ships from being unloaded in Boston. In Philadelphia, the Sons of Liberty forced the Sons of Liberty out to the water to stop waiting in the harbor to unload its chests of tea. “I wouldn’t try to land that tea if I were you,” said the letter. “Your ship may just happen to be set on fire . . .” The captain got the idea and decided not to dock.

Colonists in other colonial port cities responded the same way. Some captains had their ships wait in the harbor. Others turned their ships around and headed home. That is not what happened in Boston.

Time for Tea

When the tea ships entered Boston Harbor, they demanded that the

Page 64

"News Travels Fast" and "Time for Tea," Pages 64–65



No one was fooled by the costumes worn by the colonists when they tossed the tea into Boston Harbor.
governor of the colony order the ships to leave. The governor did not like Sam Adams or the Sons of Liberty. He refused.
Colonists took matters into their own hands. On the night of December 16, 1773, a group of colonists dressed as Native Americans boarded three British ships. Then they threw tea into the ships in the harbor. They boarded the ships and dumped every chest of tea into the water. Exactly 342 chests went into the harbor. All of this was done in a quiet, businesslike way. When they were through, the "Native Americans" swept the deck and put everything back in its proper place. This event became known as the Boston Tea Party.

Page 65

45

Scaffold understanding as follows:

SUPPORT—Before beginning the section, read the title "News Travels Fast" out loud. Ask students to recall how news was circulated in the colonies. Students should recall that Sam Adams started the Committees of Correspondence to keep the colonies up to date on British actions. **Have students read the sections "News Travels Fast" and "Time for Tea" to themselves.**

After students have finished reading the text, ask the following questions:

LITERAL—What was the Boston Tea Party?

- » It was an organized protest of the Tea Act. Colonists, dressed as Native Americans, boarded the British ships carrying the tea and destroyed the cargo by throwing it into the harbor.

EVALUATIVE—Why do you think the protestors decided to dress as Native Americans during the Boston Tea Party?

- » The colonists dressed as Native Americans so they would be unrecognizable. They may have thought that the British would not punish Native Americans for what had happened. The disguises were very effective because no one discovered the true identities of the people involved in the Boston Tea Party.

"The Intolerable Acts" and "Making Enemies," Pages 66–67

The Intolerable Acts
When Parliament and the king heard about the Boston Tea Party, they were outraged. Parliament passed laws to punish the people of Boston and the whole Massachusetts colony. One law closed the Port of Boston until the colonists paid for the wasted tea. For a city that depended on trading and fishing, this was a harsh punishment. Parliament hoped that Boston's merchants and fishermen would turn in the guilty persons. Maybe they would even turn in the leaders. They did neither.
A second law took away most of the self-government of the colony's self-government. The British also appointed an army general to be the governor of Massachusetts. The new governor came with thousands of British soldiers. The Quartering Act forced the colonists to house and feed the soldiers.
These laws became known as the **Intolerable Acts** because the colonists would not tolerate or accept them.

Making Enemies
The colonists tried to understand the effects of the new laws. The new laws caused it to lose friends and make enemies. Even colonists who were loyal to Britain, who opposed the Sons of Liberty, who wanted to buy British tea and pay the tax felt the new laws were too harsh.

Vocabulary
intolerable, adj.
unbearable
oppose, v. to be
against something

Page 66

Scaffold understanding as follows:

CORE VOCABULARY—Read the sections "The Intolerable Acts" and "Making Enemies" out loud. Explain the meanings of the vocabulary words *intolerable*, *oppose*, and *resist* as you come across them in the text. Point out that people often *resist* something they *oppose*.

SUPPORT—Call attention to the image of the tax collector being tarred and feathered on page 67. Explain to students that the colonists hated the Intolerable Acts and reacted in a number of ways. Tarring and feathering was a particularly awful way of retaliating.



Page 67

Vocabulary
resist, v. to go against

After you have finished reading the text, ask the following questions:

LITERAL—What were the Intolerable Acts?

- » The Intolerable Acts were passed in response to the Boston Tea Party. One of the acts closed Boston's port. Another took away most of Massachusetts's right to self-government and appointed a British general as the governor. Bostonians were ordered to quarter—or house—British troops in their homes.

INFERRENTIAL—What were some of the possible effects of the Intolerable Acts on the lives of colonists?

- » People could not travel by ship. They faced a shortage of food and supplies. Businesses that depended on the port could lose money and possibly fail.

Timeline

- Show students the Chapter 10 Timeline image cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were the events that led to the Boston Tea Party?”
- Post the image cards of the Tea Act, the Boston Tea Party, and the Intolerable Acts in order of their events beneath the date referencing the 1770s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What were the events that led to the Boston Tea Party?”
 - » Key points students should cite include: Parliament passed the Tea Act of 1773, which lowered the cost of tea but kept the tax. The colonists were outraged by the tax. When Britain sent shipments of tea to the colonies, many ports refused to let the ships dock and unload their cargo. In December of 1773, a group of colonists dressed as Native Americans boarded British cargo ships in Boston Harbor. They proceeded to dump the tea into the harbor.
- Choose one of the Core Vocabulary words (*intolerable*, *oppose*, or *resist*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 6–10 (RI.4.4, L.4.6)

15 MIN

Activity Page



AP 10.1

Distribute the AP 10.1, Domain Vocabulary: Chapters 6–10, found in the Teacher Resources section (page 147), and direct students to answer the riddles using vocabulary terms they have learned in Chapters 6 through 10. Remind students that not all vocabulary terms listed in the box on the worksheet will be used.

Note: This activity page may also be distributed for homework

The Boston Tea Party (RI.4.2, RI.4.3)

30 MIN

Materials Needed: Sufficient copies of NFE 2, “The Boston Tea Party” (as told by John Andrews), found in the CKHG Online Resources for this unit:

www.coreknowledge.org/ckhg-online-resources

On the board or chart paper list the following terms and definitions:

muster, v. to gather

transient, adj. lasting a short time

countenance, n. appearance

dialect, n. a way of speaking

aversion, n. strong dislike

Distribute copies of NFE 2, The Boston Tea Party as told by John Andrews. Point out that the text is from a letter written in 1773. Ask: Is this a primary source? How do you know? (*Yes, it is a primary source because it was written in 1773, the year of the Boston Tea Party.*)

Review the terms and definitions on the board or chart paper, explaining that students will encounter these words in the text.

Have students read the account to themselves. Then have students Turn and Talk about whether Andrews supported the actions of the Sons of Liberty or not. Which details in the text support their conclusions?

Invite volunteers to share their conclusions and the details that support them.

Guide students to understand that Andrews seems to have supported the Boston Tea Party. He makes a point to say that only tea was damaged. The Sons of Liberty purposely left all the other cargo alone. He also stresses the point that “not the least insult was offer’d to any person”—in other words, the protestors went out of their way to make sure no one was hurt. The one person who was hurt—Captain Conner—was hurt because he tried to save the tea and interfere with what the protestors were doing. In general, Andrew seems to be arguing in favor of the Sons of Liberty’s actions.

The Colonies Resist

The Big Question: How did the colonists' attitudes and view of themselves begin to change?

Primary Focus Objectives

- ✓ Describe the colonists' reactions to the Intolerable Acts. (RI.4.7)
- ✓ Identify the First Continental Congress and explain why it met. (RI.4.3)
- ✓ Understand the outcome of the First Continental Congress. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Supreme Court, declaration, resolution, and defiant.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About First Continental Congress”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

Supreme Court, n. the highest court in the land (70)

Example: The Supreme Court had the final say in ruling on the court case.

declaration, n. a formal statement (70)

Example: The colonists made a formal declaration that they planned to separate themselves from Great Britain.

Variation(s): declarations

defiant, adj. breaking the rules on purpose (71)

Example: Parliament viewed the Declaration of Independence as a defiant act.

Variation(s): defiance

defiance, n. an act that breaks the rules on purpose

resolution, n. a final decision usually meant to solve a problem or create a course of action (71)

Example: The resolution of the Continental Congress was to formally declare independence from Great Britain.

Variation(s): resolutions

Introduce “The Colonies Resist”

5 MIN

Remind students of the events of the Boston Tea Party and Parliament’s response with the Intolerable Acts. Ask students what they think would happen if only the Massachusetts colony stood up to the British government. Students should identify that a single colony would be easy for Parliament to deal with. Write the sentence, “There is strength in numbers,” on the board or chart paper. Ask students to take a moment to reflect on the meaning of the sentence. Explain to students that if just one or two colonies stood up to Britain, Parliament would have no problem subduing them. If all thirteen colonies banded together, that would be a different story.

Tell students that they are going to read about what happened when the thirteen colonies began to think and act as a single entity. Call attention to the Big Question, and encourage students to look for ways the colonists’ attitude and view of themselves began to change.

Guided Reading Supports for “The Colonies Resist”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Help from Other Colonies,” Pages 68–70

Chapter 11
The Colonies Resist

Help from Other Colonies
Parliament was right about one thing: the Intolerable Acts made the people of Boston and the rest of Massachusetts suffer. However, Parliament didn’t expect the other colonies to come to their aid.

Pennsylvania sent supplies to the people of Massachusetts. New York sent ships. South Carolina sent a sack of rice. Connecticut sent meat. Virginia sent corn and wheat.

Virginia’s leaders even went a step further. They got aside a day of fasting and prayer for the people of Boston. They also declared that the Intolerable Acts were a threat to liberty in every colony. If the king and Parliament could do these things to Massachusetts, what would stop them from doing the same to other colonies?

Page 68

Have students read the “Help from Other Colonies” section on pages 68–70 to themselves.

After students are finished reading the text, ask the following questions:

LITERAL—How did the colonies respond to the Intolerable Acts?

- » The colonies came to the aid of Massachusetts by sending food and supplies to the people living there. Virginia called for a day of fasting and prayer and also called for a meeting of all of the colonies to discuss what to do about Britain.



Page 69

was a determination to help the people of Boston.

69

INFERRENTIAL—Why do you think Virginia asked the other colonies to send delegates to a meeting similar to the Stamp Act Congress when only Massachusetts was punished by the Intolerable Acts?

- » The colonies probably felt that they, too, could eventually be punished by Britain. They knew that they all faced common dangers. They knew that they would have a better chance of dealing with Britain together than as individual colonies.

The Virginians took a bold step. They called for delegates from all of the colonies to meet and discuss what to do next. This would be the second time delegates met to resist an act of Parliament. The first time, the Stamp Act Congress, had been successful. This time, though, the British government seemed determined not to back down.

The First Continental Congress

In September 1774, fifty-six colonial leaders met in Philadelphia. They represented twelve of the thirteen British colonies in North America. Only Georgia did not send delegates. The colonists thought this meeting was important. We can tell by the delegates they chose. George Washington, Patrick Henry, and Thomas Jefferson represented Virginia. Sam Adams and his cousin John represented Massachusetts. John Jay later served on the Supreme Court of the United States. John Adams wrote in his diary, "There is in the Congress a collection of the greatest men upon this continent."

This meeting became known as the First Continental Congress. The delegates discussed their common problems. They shared their anger at the British government. They issued a *Declaration of Rights*. The declaration said that as British colonists, they were entitled to all the rights of Englishmen. It also said that the ways Parliament had taken those rights away since the French and Indian War. They also told King George III that the colonists were still loyal under their complaints.

Vocabulary

Supreme Court, *n.* the highest court in the land

declaration, *n.* formal statement

Page 70

"The First Continental Congress," Pages 70–71

Scaffold understanding as follows:

CORE VOCABULARY—Read the section “The First Continental Congress” out loud. Stop to explain and discuss the vocabulary terms *Supreme Court* and *declaration* as you come across them in the text.

SUPPORT—Call attention to the images of George Washington and Thomas Jefferson on page 71. Reread the sentence, “John Adams wrote in his diary, ‘There is in the Congress a collection of the greatest men upon this continent.’” Ask students to recall what they know about George Washington, Thomas Jefferson, John Adams, Patrick Henry, Sam Adams, and John Jay. Explain to students that important figures responsible for founding the United States were present at the First Continental Congress.

After reading the text, ask the following questions:

LITERAL—What was the First Continental Congress?

- » The First Continental Congress was a meeting of fifty-six colonial leaders from twelve of the thirteen colonies. Delegates met in Philadelphia to discuss a course of action when dealing with Britain.

LITERAL—What three things did the First Continental Congress do?

- » Delegates at the First Continental Congress wrote a Declaration of Rights, voted to stop all trade with Britain until the Intolerable Acts were repealed, and agreed not to buy anything from or sell anything to the British.

EVALUATIVE—How do you think Parliament and King George III responded to the Declaration of Rights from the First Continental Congress?

- » Students may respond that Parliament and King George III were unhappy with the Declaration of Rights and that they might not repeal the Intolerable Acts. Other students may respond that King George III and Parliament responded favorably because they've repealed other acts before.

"A New Identity," Pages 71–73

Scaffold understanding as follows:

CORE VOCABULARY—Explain the vocabulary word *defiant*. Ask students to give an example of a defiant action. Review the vocabulary word *resolution*.

Invite volunteers to read the section out loud.

After volunteers have read the text, ask the following questions:

LITERAL—Why had the colonies viewed themselves as separate entities before the First Continental Congress?

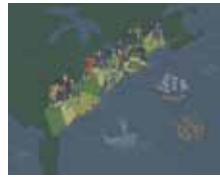
- » The colonists identified most closely with the colony that they lived in. For example, people living in Pennsylvania thought of themselves as Pennsylvanians. They had really no other connection to the other colonies. They did, however, have an attachment to Great Britain because that was the place many colonists, or their families, had originated from.

EVALUATIVE—Why was the First Continental Congress a turning point for the colonies?

- » For the first time, the colonies began to view themselves as a unified group instead of separate entities.

EVALUATIVE—Look at the image of the colonists as one nation on page 72. Up until this point, the colonies had really acted as separate entities, almost like tiny independent countries. Reread Patrick Henry's quote, "The distinctions [differences] between Virginians, Pennsylvanians, New Yorkers, and New Englanders, are no more. I am not a Virginian but an American." Why do you think Henry's statement is significant?

along, before anyone was aware of it. That "something" was that the colonies were coming together as never before.
Before this, each colony had thought of itself as separate from the others. The colonists thought of themselves as Virginians or New Yorkers or Georgians. When they thought of an attachment to any other place, it was to Great Britain. That was partly because each colony had more to do with Britain than it did with other colonies. It was also due to the fact that the colonists thought of themselves as British citizens, with all the "rights of Englishmen."



Page 72

By the end of the First Continental Congress, many colonists were thinking of themselves as part of one country, not as people living in thirteen different ones. They were more aware of the things they had in common. They were more aware that they needed each other. Patrick Henry summed up the new awareness perfectly. He told the First Continental Congress, "The distinctions [differences] between Virginians, Pennsylvanians, New Yorkers, and New Englanders, are no more. I am not a Virginian but an American."

Page 73

Timeline

- Show students the Chapter 11 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did colonists’ attitudes and view of themselves begin to change?”
- Post the image card beneath the date referencing the 1770s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did the colonists’ attitudes and view of themselves begin to change?”
 - » Key points students should cite include: The colonists, unhappy with the Intolerable Acts, had reached a point of no return when it came to Great Britain. Previously, most colonists wanted to resolve the conflict with Great Britain, but by the time of the First Continental Congress, many viewed independence as an option. For the first time, the colonies began to view themselves as a unified whole instead of thirteen separate entities.
- Choose one of the Core Vocabulary terms (*Supreme Court, declaration, resolution, or defiant*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

The Fighting Begins

The Big Question: What was Patrick Henry's point of view?

Primary Focus Objectives

- ✓ Understand the events that occurred at Lexington and Concord. (RI.4.3)
- ✓ Identify Paul Revere and explain his role in the events. (RI.4.3)
- ✓ Define the term *Minutemen* and explain who the Minutemen were. (RI.4.4)
- ✓ Explain the viewpoint of Patrick Henry. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *brethren*, *Minutemen*, *redcoat*, *stockpile*, *unfurl*; of the idiom “kill two birds with one stone”; and of the phrase “village green.” (RI.4.4, L4.5.B)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Paul Revere and Lexington/Concord”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

brethren, n. members of the same group or family (76)

Example: Patrick Henry appealed to other members of the House of Burgesses as if they were his brethren.

Minutemen, n. people who volunteered to serve in the American militia and were ready to fight at a moment’s notice (77)

Example: The Minutemen quickly assembled to defend their town against the British.

Variation(s): Minuteman

“kill two birds with one stone,” (idiom) to accomplish two different things at the same time (77)

Example: Daniel was able to kill two birds with one stone when he reviewed his notes to both study for the test and complete his homework.

redcoat, n. a nickname given to the British soldiers because of the color of their uniforms (78)

Example: The redcoat was easy to spot in the woods because of the vibrant color of his uniform.

Variation(s): redcoats

“village green,” (phrase) an open grassy area in a village or town (79)

Example: The militiamen gathered in the village green and waited for the redcoats to arrive.

stockpile, n. a large amount of something being stored for future use (80)

Example: The redcoats marched into Concord hoping to destroy the colonists' stockpile of arms.

Variation(s): stockpiles

unfurl, v. to unroll and spread out like a piece of fabric or a flag (80)

Example: She began to unfurl the flag so the others in the room could look at it.

Variation(s): unfurls, unfurling, unfurled

THE CORE LESSON 35 MIN

Introduce “The Fighting Begins”

5 MIN

Explain to students that they are going to read about what happened when the British army came face-to-face with American soldiers. Explain that before the actual fighting started, Patrick Henry gave a speech that is remembered even today.

Ask students to recall briefly what they know about Patrick Henry. Remind students that he was a well-known speaker whose words frequently persuaded the colonists to take action. Call attention to the Big Question and encourage students to look for Patrick Henry's point of view as they read through the lesson.

Guided Reading Supports for “The Fighting Begins”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Maybe This and Maybe That," Pages 74–78

Chapter 12 The Fighting Begins

Maybe This and Maybe That

Maybe if King George III had paid attention to the colonists' pleas...
Maybe if the British government had taken its troops out of the colonies...
Maybe if many things had happened, war might have been prevented.

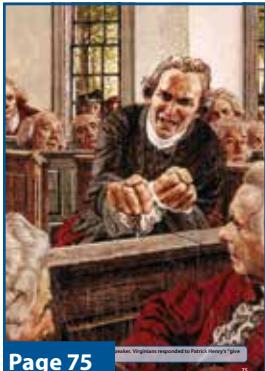
Or maybe not. Maybe by that time, the colonists had gone too far down the road toward independence to turn back. No one knows for sure what might have happened.

We do know what did happen. By the start of 1775, more and more colonists were joining the quarrels with the mother country to lead to war. By spring, the militias in many colonies were preparing to fight. Each militia was made up of citizens who volunteered to be part-time soldiers.

In March, members of the Virginia General Assembly debated whether their colony should prepare for war as well. Some opposed the idea, but Patrick Henry believed the time had come for action. He was a great speaker.

Page 74

The Big Question
What was Patrick Henry's point of view?



Page 75

Henry's response to Patrick Henry's speech

When he stood to address the members, a hush fell over the room. Some of the earlier speakers had said that maybe Britain would still change its mind. Patrick Henry responded:

Vocabulary
brethren
members of the same group or family

Shall we try argument? Sir, we have been trying that for the last ten years.... We must fight! Gentlemen may cry peace, peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! **brethren** are already in the field. Why stand we here idle? What are gentlemen? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Fortify, strengthen God!

Then Patrick Henry stood tall. He raised his arms high. His voice clear as a bell, he finished with the words that have stirred lovers of liberty ever since:

I know not what course others may take; but as for me, give me liberty, or give me death!

Page 76

Patrick Henry was wrong when he said that the war had begun. Three weeks after his speech, the real fighting began. For several months, militias in Massachusetts had been training to fight. These farmers and townspersons called themselves **Minutemen** because they could be ready to fight on a minute's notice. To prepare for battle, the Minutemen had hidden guns, gunpowder, and other supplies. They hid these supplies in the village of Concord, about fifteen miles northwest of Boston.

Remember that the British sent an army general to serve as the governor of Massachusetts? The new governor was General Thomas Gage. General Gage learned about those hidden supplies in Concord. He also learned that two Sons of Liberty, Sam Adams and John Hancock, were hiding in the town of Lexington.

Lexington was on the way to Concord. General Gage figured he could **kill two birds with one stone**. He would send his soldiers to Lexington to capture Adams and Hancock. The soldiers would then continue on to Concord and take the Minutemen's hidden supplies.

General Gage planned for his soldiers to leave Boston in the dead of night. That way no one would notice. They could take Lexington by surprise. But the Sons of Liberty found out about it. Paul Revere and William Dawes, got

Vocabulary
Minuteman, n.
people who agreed to serve in the American Revolution and were ready to fight at a minute's notice

Vocabulary
kill two birds with one stone, "idiom"
to accomplish two different things at the same time

Page 77

Ask student volunteers to read the section "Maybe This and Maybe That," stopping at the scroll with Patrick Henry's speech.

Call attention to the image of Patrick Henry and the caption on page 75. Tell students that what they're about to read next are the words from Patrick Henry himself.

Read aloud the text on page 76 until you reach the end of the second scroll. Explain the vocabulary term *brethren* when you encounter it in the text.

CORE VOCABULARY—Point out the vocabulary word *Minutemen*. Ask students to use the parts of the word to infer a meaning. Compare student answers with the definition on page 77 in the Student Reader. Introduce the idiom “kill two birds with one stone” and explain its meaning. Place the idiom in the context of the remaining paragraphs in the section “Maybe This and Maybe That” on pages 77–78.

Ask students to read the remainder of this section quietly to themselves.

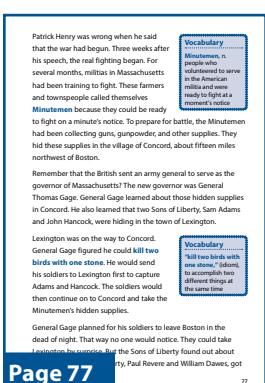
After students have finished reading the text, ask the following questions:

LITERAL—What is a Minuteman?

- » During the American Revolution, a Minuteman was a volunteer soldier who was ready to fight at a moment's notice.

LITERAL—Why did General Gage send his troops to Lexington and Concord?

- » He had heard that the colonists were hiding weapons and supplies in Concord. Gage also found out that Sam Adams and John Hancock were hiding in Lexington. Gage planned to send his troops to capture the two men and to destroy the colonists' supplies.



"Paul Revere's Ride," Pages 78–79

Scaffold understanding as follows:

CORE VOCABULARY—Before beginning the section, call attention to the vocabulary word *redcoat*. Ask students what they think the term means. Explain that the British soldiers wore bright red uniforms. The colonists nicknamed them redcoats as a result.

Ask students to read the entire section quietly to themselves.

After students have read the text, ask the following questions:

LITERAL—What role did Paul Revere play in the Battles of Lexington and Concord?

- » He sent a signal to the Minutemen that the redcoats were coming. He rode to Lexington to warn the colonists to be ready.

LITERAL—How did Revere use the Old North Church in Boston?

- » A watchman in the tower of the Old North Church would hang one lantern if the British were traveling to Lexington and Concord by land and two lanterns if they were traveling across the river in boats. This signal would let the colonists know how quickly the British would be arriving.

SUPPORT—Call attention to the use of the word *Regular* on page 79. Many people believe that Revere shouted, "The British are coming," but this is not the case. It's more than likely that Revere would have yelled, "The Regulars are coming!"

INFERRENTIAL—Why would Paul Revere have yelled, "The Regulars are coming," instead of, "The British are coming"?

- » During the time of the American Revolution, the colonists still considered themselves to be members of the British Empire. They, themselves, were technically British.

ready to ride ahead of the British soldiers and warn citizens along the way.

Paul Revere's Ride

There were two routes to Lexington. Which one would the redcoats take? The first route was the long overland route through the woods. The shorter route required that the troops first cross the Charles River by rowboat before starting their overland march.

William Dawes started out along the long route to Lexington. As he went, he called out to Patriot homes that the redcoats were on their way.

Paul Revere hung back, in case the British decided to cross the Charles River. He had already arranged for a young man to signal to the Sons of Liberty waiting on the opposite shore. From the tower of the Old North Church in Boston, the young man would hang one lantern if the British were traveling by land. He would hang two lanterns if they were traveling by water.

When Paul Revere realized the British were planning to row across the river, he passed along the information to the signal. That night, two lanterns burned brightly in the tower of the Old North Church. The British would be coming by water!

Paul Revere and two friends hurried to a hidden rowboat. They rowed across the water ahead of the British troops. Once on se from another Son of Liberty. He warning to Lexington and Concord.

Page 78

Vocabulary
redcoat, n.
nickname given
to British soldiers
because of the color
of their uniforms



Paul Revere warned colonists that the British were on the way.

Stopping at every village and farm, he pounded on doors and sounded the alarm. Many people believe that Paul Revere shouted, "The British are coming!" or "The redcoats are coming!" It is more likely, though, that his warning cry was, "The Regulars are coming!" A Regular was another name for a British soldier. Revere never made it to Concord, but he was able to warn Sam Adams and John Hancock in Lexington. The two men escaped before the British arrived.

The Battle at Lexington

British troops arrived in Lexington at dawn, expecting to see no one. Instead, they saw seventy Minutemen facing them on the hillside. The leader of the Parker, told his

Page 79

79

Vocabulary
Regular, n.
a British soldier;
a privateer; an open
gravey area in a
grave



British troops arrived in Lexington at dawn, expecting to see no one. Instead, they saw seventy Minutemen facing them on the hillside. The leader of the Parker, told his

Page 79

79

"The Battle at Lexington," Pages 79–81

Read the first six paragraphs of the section out loud.

men, "Stand your ground. Don't fire unless fired upon." Then he added, "But if they mean to have war, let it begin here." There they stood. On the one side were six hundred to seven hundred well-trained, well-armed soldiers in handsome uniforms; on the other was a much smaller group in rough dress and with fewer weapons. The British officer ordered the Minutemen to leave. Suddenly, someone opened fire. Both sides started shooting. Within minutes, eight Minutemen were dead. Another ten lay wounded. The British caught both William Daves and Paul Revere before they could get to Concord. However, another Patriot named Dr. Samuel Prescott rode off with the warning.

Vocabulary
stockpile: A large amount of something being kept for future use.
unlaid: Unrolled or spread out like a piece of fabric or a flag.

By the rude bridge that arched the flood,
One dark April's morn, unfurled
Here once the embattled farmers stood,
And fired the shot heard round the world.

Concord Hymn

Encourage students to read all of the Battle of Concord. This is the first stanza.

Page 80

Once again, the British were surprised to find Minutemen waiting for them. This time there were nearly four hundred of them gathered at the North Bridge, near the Concord village green. Soldiers at the bridge opened fire. Minutemen fired back. After five minutes of fighting, the British decided to return to Boston. That long march back to Boston became a nightmare for the British soldiers. Paul Revere had alerted all of the people living along the route. They had watched the British march toward Lexington in the early morning hours. Now they waited behind stone fences and trees and bushes for the British to pass. In their bright red uniforms, the soldiers were easy targets. Shots rang out all along the route. Before the British got back to Boston that night, the Minutemen killed seventy-three soldiers and wounded another two hundred. That was nearly half of the number of soldiers who had set out for Lexington and Concord earlier that day. The colonists suffered losses too—nearly fifty men died. The Americans did not know it at the time, but the War for Independence had officially begun.

Page 81

CORE VOCABULARY—Explain the meaning of the vocabulary term "village green." Explain that because the village green was an open area, it was often a gathering place for the townspeople. Preview the vocabulary word *stockpile* and explain its meaning. Point out that Patriots such as the Sons of Liberty had expected a fight with the British and so they had saved weapons and other supplies in a stockpile.

SUPPORT—Call attention to the "Concord Hymn" on page 80. Read the caption below and read the poem to the students out loud. Have students turn to page 130 at the back of the Student Reader to look at the American Revolution battle map. Point out Lexington and Concord on the map.

Continue reading the remainder of the section out loud.

After reading the text, ask the following questions:

LITERAL—What happened to the British troops at Concord?

- » The British troops were attacked by nearly four hundred Minutemen. The British troops decided to return to Boston, but they suffered heavy losses during their march back.

INFERRENTIAL—Why do you think the colonists were successful after the Battles of Lexington and Concord, even though they were outnumbered by the British?

- » The colonists had the advantage of fighting on their own turf. Fighting for their homes and for their towns also played a role. Because the Minutemen were not trained soldiers, they were not confined by the rigid rules of battle that the British followed. As a result, they used unconventional tactics such as shooting at the British from behind trees on their march back to Boston.

Timeline

- Show students the Chapter 12 Timeline image cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What was Patrick Henry's point of view?"
- Post the image cards of Paul Revere's Ride and the Battles of Lexington and Concord beneath the date referencing the 1770s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What was Patrick Henry's point of view?"
 - » Key points students should cite include: Patrick Henry is remembered for saying, "Give me liberty, or give me death." Henry compelled his fellow colonists to start the fight with Britain, claiming that they were waiting idly for the British. For Henry, he would rather live free or not live at all.
- Choose one of the Core Vocabulary terms (*brethren*, *Minutemen*, *redcoat*, *stockpile*, or *unfurl*), the idiom "kill two birds with one stone," or the phrase "village green," and write a sentence using the term, idiom, or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Patrick Henry: "Give Me Liberty, or Give Me Death!" (RI.4.2, W.4.2)

45 MIN

Materials Needed: Sufficient copies of NFE 3, Patrick Henry: "Give Me Liberty, or Give Me Death!" found in the CKHG Online Resources for this unit:

www.coreknowledge.org/ckhg-online-resources

Remind students that Patrick Henry was a brilliant orator. His words, "Give me liberty, or give me death!" summed up the sentiments of many colonists living during the American Revolution. Henry's speech, however, is quite long and is written in a way that most people living today do not speak.

Provide students with a copy of NFE 3, Patrick Henry: "Give Me Liberty or Give Me Death." Have students follow along as you read the speech aloud.

Reread the speech section by section: the first two paragraphs, the third paragraph, and then the final paragraph, stopping after each section to discuss with students the main idea of Patrick Henry's words. What is the most important thing to take away from the section? What is the most important idea to take away from the speech as a whole?



Analyzing John Singleton Copley's Paul Revere (RI.4.7)

30 MIN

Alternate Art Activity for John Singleton Copley's portrait of Paul Revere:
If you do not have access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4 at:

www.coreknowledge.org/store



Background for Teachers: It's important to know about portraiture in the colonial period. Many early portrait artists living in the colonies were self-taught individuals. They traveled from place to place looking for commissions. In many instances, they traveled with pre-painted torsos so they could quickly paint the face of their subject. Professional artists from Europe also lived in the colonies. These artists included various objects in their paintings that were representative of the subject's social standing, authority, or occupation.

Many people think of Paul Revere as the fiery patriot responsible for alerting fellow colonists about the impending British. John Singleton Copley's portrait of Revere, however, focuses on his occupation as a skilled silversmith. The portrait of Paul Revere was painted before 1775, the year he went on his famous ride. In Copley's portrait, Revere is shown without a wig and with an unbuttoned waistcoat. The pot featured in the painting is representative of one of two things. First, it is symbolic of his career as a silversmith. It may also represent the Townshend Acts of 1767, which placed a tax on tea and other goods.

Show students John Singleton Copley's portrait of Paul Revere from the Museum of Fine Arts, Boston, and explain the background information of the portrait. Use this link to download the CKHG Online Resources for this unit, where the specific link to the portrait and background information may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students to take several minutes to quietly analyze the portrait and to write a few notes about what they observe. Pose the following analysis questions to students for discussion:

- What is Paul Revere holding? (*A silver teapot.*)
- What are the tools on the table used for? (*The tools are used for engraving.*)
- Why did Copley paint Paul Revere with a silver teapot and engraving tools? (*Revere was a silversmith.*)
- What might Paul Revere's expression and gesture indicate? (*Answers will vary; he may be deciding what to engrave on the teapot, or he may be pondering about what to do about the tea crisis.*)
- What areas of the painting are brightly lit, and why do you think this is the case? (*Paul Revere's face and teapot are brightly lit, maybe to show both his character and his profession. Parts of his shirt are also brightly lit.*)
- How did Copley use light to create a serious mood? (*Extreme contrasts between light and shadow make a dramatic effect. Paul Revere's face is half in shadow, drawing attention to it as the focus of the painting.*)

Have students write a brief response to the following prompt: "Compare what you have learned in Chapter 12 about Paul Revere with what John Singleton Copley shares in his portrait. What information about Paul Revere can you gather from the portrait that you may not find in the text?"

- Students may recognize that Copley emphasizes Revere's profession instead of his patriotism. He is also portrayed as a thoughtful, pensive individual, not as an energetic man riding a horse frantically through Massachusetts.

Reading “Paul Revere’s Ride” (RL.4.10, RF.4.4)

15 MIN

Materials Needed: Sufficient copies of FE 1, “Paul Revere’s Ride” by Henry Wadsworth Longfellow, found in the CKHG Online Resources for this unit.

Distribute copies of FE 1, “Paul Revere’s Ride” by Henry Wadsworth Longfellow. Introduce the poem by reminding students of Revere’s ride. Explain that Longfellow was a poet who lived during the 1800s. He wrote the poem “Paul Revere’s Ride” in 1860, almost one hundred years after the actual event, after he visited the Old North Church in Boston.

Conduct a round robin reading of the poem.

Reading “Concord Hymn” (RL.4.10, RF.4.4)

15 MIN

Materials Needed: Sufficient copies of FE 2, “Concord Hymn” by Ralph Waldo Emerson, found in the CKHG Online Resources for this unit.

Distribute copies of FE 2, “Concord Hymn” by Ralph Waldo Emerson.

Conduct a choral reading of the hymn.

Explain that a hymn is a song of praise. Ask students to identify who is being praised in Emerson’s hymn. (*The Minutemen who fought at Lexington and Concord*.)

Challenge: “The Battle of Lexington” (RI.4.2, RI.4.3)

30 MIN

Materials Needed: Sufficient copies of NFE 4, “The Battle of Lexington” (as told by Jonas Clark), found in the CKHG Online Resources for this unit.

Distribute NFE 4, “The Battle of Lexington” (as told by Jonas Clark). Read the account aloud as students follow along.

Have students work as a class to summarize the account. Ask students what happened first, second, third, and so on until the entire series of events has been summarized.

Preparing for War

The Big Question: Why was George Washington chosen to be the leader of the Continental Army?

Primary Focus Objectives

- ✓ Understand the main events of the Second Continental Congress. (RI.4.3)
- ✓ Understand the course and outcome of the Battle of Bunker Hill. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *petition*, *policy*, *trench*, and *ammunition*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Second Continental Congress and Bunker Hill”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

petition, n. a formal written request for change signed by several people (82)

Example: The activists sent their signed petition to Congress to try to bring about change.

Variation(s): petitions

policy, n. an official course of action (82)

Example: The official policy of the colonists was to sever all ties with Great Britain.

Variation(s): policies

trench, n. a narrow ditch dug into the ground (86)

Example: A long, narrow trench separated the two armies positioned on the field.

Variation(s): trenches

ammunition, n. bullets or shells (86)

Example: Ammunition was hard to come by, so many soldiers had to make bullets of their own.

Introduce “Preparing for War”

5 MIN

Have the students summarize the events that took place at Lexington and Concord. Write student responses on the board or chart paper. Ask students to take a moment to think about what they think will happen next. If they were colonial leaders, what steps should they take next to deal with Britain?

Call attention to the Big Question. What does this question suggest about the course of action the colonists chose to deal with Britain? Encourage students to look for whether this was the only action taken by the colonists, as they read, as well as why George Washington was selected to lead the Continental Army.

Guided Reading Supports for “Preparing for War”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“May 10, 1775,” Pages 82–87

Chapter 13
Preparing for War

The Big Question
Why was George Washington chosen to be the leader of the Continental Army?

Vocabulary
petition, a formal written request for change signed by several people
policy, an official course of action

The Second Continental Congress did both. Delegates wrote a petition to King George III. A petition is like a request. They told the king they were still loyal to him. There was no talk of independence. They said they didn't want to break up the British Empire. They only asked to make his government change its policies and restore the colonists' rights.

Page 82

Scaffold understanding as follows:

CORE VOCABULARY—Review the meaning of the vocabulary word *petition*. Ask students when or why citizens might sign a petition. Review the meaning of the vocabulary word *policies*. Invite volunteers to give an example of a school policy.

Read the first three paragraphs of the section “May 10, 1775” on page 82 out loud.

SUPPORT—Remind students of the events they have learned about so far in which the colonists came together to decide on a course of action, such as the Stamp Act Congress and the First Continental Congress.

SUPPORT—Call attention to the image on pages 82 and 83 of King George III being handed the petition written by the delegates of the Second Continental Congress. Ask students how they think King George III might have felt after getting the petition. Students may explain that King George III was frustrated or angry.

After you have finished reading, ask the following question:



LITERAL—What did colonists say in their petition to King George III?

- » They said they were loyal to him and asked him change his government's policies and restore colonists' rights.

At the same time, the Congress prepared for more fighting. John Adams of Massachusetts took the lead. Adams believed that the local militia were fine for fighting here and there. To fight a war, though, they needed to create a real American army—an "Army of the United Colonies."

At the time, members of the Massachusetts militia were camped outside Philadelphia, across the Schuylkill River. Their militiamen, said Adams, were ready to be the first soldiers in the new army.

But who would lead Adams' "Army of the United Colonies"? How fortunate the Congress was, Adams continued, to have the right man for the job in that very room! He was a man of "great talents and excellent character." He was an experienced military leader from Virginia. As Adams continued to speak, all eyes turned to the tall man standing behind him. He was wearing a uniform, standing in the back of the room. The man quickly turned and walked out. He wanted the delegates to be free to discuss him without him being present. That man was George Washington.

Adams was right, and the other delegates agreed.

George Washington was chosen to lead the Continental Army.

Page 84



man to lead the Continental Army, as it came to be called. He had gained his military experience in the French and Indian War. After that, he returned to Mount Vernon, Virginia, to run his plantation. He was a member of the Virginia House of Burgesses and a supporter of the Patriot cause. He was also among the best-known and wealthiest men in the colonies. Everyone admired him for his devotion to duty, his cool head, and strong will.

It was decided, Washington would command the Continental Army, and the first battle would be the Massachusetts militiamen camped around Boston. They might need to be action soon. More British soldiers were arriving in the colonies.

Washington headed to Massachusetts to take charge of the militia. Before his arrival, though, the American soldiers fought an important battle near Boston.

Two hills overlook the city of Boston: Bunker Hill and Breed's Hill. Every general knows it's a great advantage to control the high ground. From the top of a hill, you can fire down at the enemy below—especially if you have cannons. Meanwhile,

On July 3, 1775, George Washington took command of the Continental Army.

Page 85



It's way uphill. The British understood this idea, but they were not very good at climbing hills. They were used to flat land. They did not bother to guard the two hills. On the night of June 16, 1775, the militia suddenly marched to Breed's Hill and climbed it. They were supposed to take up positions on Bunker Hill, but moved onto the wrong hill.

All night they dug trenches, piling the earth into walls that could feel high for their protection. When the British arrived, the British were surprised to see the colonial militia in control of the hill.

General Gage was now worried that the militia would be able to fire on his troops below. They could even use cannons to fire upon the British. So Gage ordered the militia to drive the militia off the hill. Gage didn't know that the Massachusetts militia didn't have any cannons.

The next day, British marched up Breed's Hill. The colonists had only a small amount of ammunition. They couldn't afford to waste any. They stood shoulder to shoulder behind their earthen walls. When the British got close, the militiamen opened fire. However, they had no idea how many British were there.

Once more the British marched up the hill. Once more they were driven back by a hail of bullets. After the second charge, the colonists began to run out of ammunition. When the British marched up the hill a third time, the militia retreated.

Page 86



Bunker Hill proved to be a very costly victory for the British. The British won the hill but at a terrible cost. More than a thousand soldiers were killed or wounded. Just as during their march back from Concord, the British lost about three times as many British officers than rank-and-file soldiers. Many were missing, wounded, like the British. Even though the battle took place on Breed's Hill, it is known as the Battle of Bunker Hill. The Battle of Bunker Hill was very important to the colonists. They lost the hill, but they won new confidence. They were beginning to believe these citizen-soldiers could hold their own against one of the world's greatest armies—the British army.

Soon after, the colonists learned King George III's answer to their petition. He had no intention of backing down. Instead, he was eager for a fight.

Page 87

SUPPORT—Call attention to the images of George Washington on pages 84 and 85. Ask students to recall what they've learned about George Washington earlier in the unit. Remind students that Washington was well known in the colonies for being calm, rational, and a strong leader.

Invite volunteers to read the next five paragraphs on pages 84–85 out loud.

After students have finished reading, ask the following questions:

LITERAL—What two additional actions did the Second Continental Congress take when they met in Philadelphia?

- » They decided to create a national army, and they appointed George Washington as the commander of the Continental Army.

INFERRENTIAL—Why do you think George Washington wore a militia uniform to the Second Continental Congress?

- » He wore the uniform to show that he was ready and willing to fight for the Patriot cause and to remind others of his extensive military experience.

CORE VOCABULARY—Explain the vocabulary terms *trenches* and *ammunition*.

Ask students to read the remainder of the section on pages 85–87 quietly to themselves.

After students have finished reading, ask the following questions:

LITERAL—What was the outcome of the Battle of Bunker Hill?

- » The Battle of Bunker Hill, actually fought on Breed's Hill, resulted in a loss for the militiamen. The British ultimately gained control of the hill but not before suffering heavy casualties.

EVALUATIVE—Why can the Battle of Bunker Hill be considered a victory for the colonists, even though they didn't win?

- » The colonists fought very well against the British troops and inflicted a lot of damage. Even though they lost control of Breed's Hill, they proved to themselves and to the British army that they were not going to give up easily. This experience helped bolster confidence and morale among the Americans.

Timeline

- Show students the Chapter 13 Timeline image cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why was George Washington chosen to be leader of the Continental Army?”
- Post the image cards of the Second Continental Congress, Battle of Bunker Hill, and George Washington is chosen as the commander in chief in order beneath the date referencing the 1700s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why was George Washington chosen to be the leader of the Continental Army?”
 - » Key points students should cite include: Washington was respected and well known throughout the colonies. He had gained military experience during the French and Indian War, and he was a staunch Patriot.
- Choose one of the Core Vocabulary words (*petition, policy, trench, or ammunition*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Fighting Around Boston (W.4.2, RI.4.7)

15 MIN

Activity Page



AP 13.1

Materials Needed: Sufficient copies of AP 13.1 The Fighting Around Boston located on page 148 under Teacher Resources.

Distribute copies of the AP 13.1 The Fighting Around Boston. Review the map, key and directions with students out loud. Have students work independently to complete the page or complete it for homework.



Analyzing Gilbert Stuart's George Washington (RI.4.7)

30 MIN

Alternate Art Activity for Gilbert Stuart's George Washington: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4, available at:

www.coreknowledge.org/store



Background for Teachers: Gilbert Stuart is one of the most well-known portraitists of the nineteenth century, especially for his works depicting George Washington. Three of Stuart's 104 paintings of Washington were painted from life. The Lansdowne portrait of George Washington was commissioned by William Bingham, a senator from Pennsylvania, and his wife as a gift to the Marquis of Lansdowne.

Stuart included numerous symbolic objects in the painting that relate to Washington and the new United States. The rainbow in the corner signifies unity in diversity and the passing of a storm, while books on the table and floor are related to governmental issues. The U.S. government currently owns the portrait.

Show students the Lansdowne portrait of George Washington from the Pennsylvania Academy of Fine Arts. Use this link to download the CKHG Online Resources for this unit, where the specific link to the Lansdowne portrait and background information about it may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students to take a few moments to quietly observe and analyze the painting, before posing the following questions:

- Who is depicted in the painting? (*George Washington, first president of the United States.*)
- How does Gilbert Stuart use color to help focus your attention on Washington? (*The reds of the background harmonize and make the large black and white shape of Washington stand out.*)
- What does Washington's extended arm do to the sense of space in the painting? How would it be different if his arm were hanging at his side? (*If his arm hung at his side, the painting would seem flat. The gesture adds dimension to the painting.*)
- Is this a real or an imaginary setting? How can you tell? (*The setting is imaginary. It includes many symbols related to Washington and the United States. The column and drapery seen in the portrait were often inserted in other portraits of the time.*)
- What does the artist want you to think about as you gaze at the portrait? (*Answers will vary, but students should support their answers with details from the painting.*)

Reading “Rip Van Winkle” (RI.4.1, 4.2, 4.3)

30 MIN

Materials Needed: Sufficient copies of FE 3: “Rip Van Winkle” and/or “The Legend of Sleepy Hollow” by Washington Irving. Both excerpts, along with activity directions, may be found in the CKHG Online Resources for this unit:

www.coreknowledge.org/ckhg-online-resources

The Great Declaration

The Big Question: What was the Declaration of Independence?

Primary Focus Objectives

- ✓ Understand the main arguments and effects of *Common Sense*. (RI.4.8)
- ✓ Understand and summarize the Declaration of Independence. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Loyalist, pamphlet, endow, institute, and revolution*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Thomas Paine and the Declaration of Independence”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

Loyalist, n. a person living in the colonies who did not support the American cause and remained loyal to Great Britain (88)

Example: Some colonists, known as Loyalists, continued to support the British cause, even though they were born and raised in the colonies.

Variation(s): Loyalists

pamphlet, n. a small booklet that includes information or ideas about a single topic (90)

Example: Thomas Paine’s *Common Sense* was a widely circulated pamphlet that included many ideas about American independence.

Variation(s): pamphlets

endow, v. to give someone something valuable (92)

Example: Mark chose to endow his brother with the precious family heirloom.

Variation(s): endows, endowing, endowed

institute, v. to establish or start something new (93)

Example: One way to slow down drivers is to institute a new traffic law.

Variation(s): instituted, institutes, instituting

revolution, n. the act of overthrowing a government with the hopes of starting a new and different one (93)

Example: One purpose of the colonists' revolution was to separate from Great Britain and form a new country.

Variation(s): revolutions

THE CORE LESSON 35 MIN

Introduce “The Great Declaration”

5 MIN

Have students imagine that they are colonists in the year 1775. Ask students to reflect on all of the things Great Britain has done to the colonies over the years. Take an informal class vote to see how many students would rather be independent from Britain and how many would rather reconcile with Britain. Select a few students from each side to explain their reasoning. Ask students if there was a way that someone could change their mind.

Tell students that they are going to read about two documents that influenced the opinions and changed the minds of many colonists: the pamphlet *Common Sense* and the Declaration of Independence. Call attention to the Big Question and encourage students to look for how Thomas Paine was able to influence the opinions of other colonists.

Guided Reading Supports for “The Great Declaration”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Coming to a Decision,” Pages 88–90

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the word *Loyalist* on page 88. Ask what it means to be loyal. Explain to students that Loyalists were people who stayed loyal, or faithful, to Britain. Point out the word *pamphlet* on page 90. Explain the meaning of the word to students.

Have students read the section to themselves.

SUPPORT—Call attention to the image of Thomas Paine on page 89. Explain to students that Thomas Paine originally published *Common Sense* anonymously. In other words, he kept his identity as the author a secret. The title page simply stated that the pamphlet was “Written by an Englishman.”

Chapter 14 The Great Declaration

Coming to a Decision By the start of 1776, the argument with Great Britain had been going on for almost a year. The fighting had gone on for almost one. Still, many colonists weren't sure whether they really wanted independence.

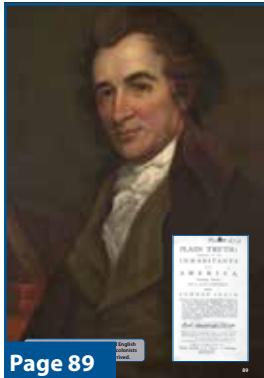
The Big Question
What does the Declaration of Independence mean?

Vocabulary
Loyalist, a person who stays with someone who did not support the revolution and remained loyal to Great Britain

Others followed religious or personal values. But all Loyalists agreed on one thing: the need to stay faithful to the king and to Great Britain.

No colony had ever broken away from a mother country. Giving up a place in the world's greatest empire and all the advantages of being part of it—was that really a smart idea? On the other hand, Patriots

Page 88



Page 89

argued, should the colonists defend their rights and liberties? It was a very tough decision.

The decision became easier after Thomas Paine wrote a pamphlet called *Common Sense*. Paine had a great and rare skill. He could write about important ideas in everyday language. If you could read at all, you could understand him. This pamphlet was read throughout the colonies. People talked about it in their homes, on street corners, and in taverns and inns.

A lot of what Paine wrote was, in fact, plain common sense. He got readers to think about his ideas just by telling them what he thought but also by asking what they thought. Did it make any sense for America to be ruled by a small nation three thousand miles away? Did it make sense for people to be ruled by one man, a king, just because he was born into a certain family? Wouldn't it be better if the colonists chose their own rulers?

Paine said that it was common sense for Americans to cut all ties with Great Britain. Colonists wanted to become independent and create a government of their own. Americans didn't need a king. They could live in a land where "the law is king." The more they thought about it, the more Americans agreed. They didn't need the Parliament and the king to rule them. They had plenty of experience in choosing their own leaders and ruling themselves. Perhaps it really was time, then, to separate and go on their own way.

Page 90

After students have finished reading the text, ask the following questions:

LITERAL—Why did Loyalists maintain their allegiance to Great Britain?

- » Loyalists made their decision to remain loyal to Great Britain for a number of different reasons, including economic and political reasons. Some decided to stay loyal to Britain for religious or personal values.

LITERAL—Why was Thomas Paine's *Common Sense* such an influential piece of writing?

- » Paine wrote in a clear and direct way that communicated important ideas in a way that all readers could understand.

EVALUATIVE—Why would Thomas Paine originally publish *Common Sense* as "an Englishman" instead of using his own name?

- » Writing the pamphlet from the perspective of "an Englishman" would take away some of the bias that a colonist would have in defending the rights of Americans. American readers felt that if an Englishman thought they should declare their independence then their cause must be just.

"The Declaration of Independence," Pages 91–93

Scaffold understanding as follows:

CORE VOCABULARY—Have students volunteer to read each paragraph of the section out loud. Stop to explain and discuss the vocabulary words *endow*, *institute*, and *revolution*.

Explain to students that Independence Day is celebrated each year in observation of American independence from Great Britain. July 4 is the day Americans celebrate this holiday because this was the date the Declaration of Independence was signed by the Founding Fathers. Emphasize that the Declaration of Independence was the colonists' way of asserting their independence from Britain while at the same time explaining their reasoning to the rest of the world. Including basic rights such as "life, liberty, and the pursuit of happiness" supported the colonists' reasoning; these things had been taken from them by the British.

After students have finished reading the text, ask the following questions:

LITERAL—What were the purposes of the Declaration of Independence?

- » The Declaration of Independence had several purposes. First, it outlined the reasons why the colonists wanted to separate from Great Britain. Second, it emphasized that Great Britain was wrong in its actions. Finally, the Declaration of Independence was meant to convince the colonists, and people around the world, that American independence was necessary.

Page 91

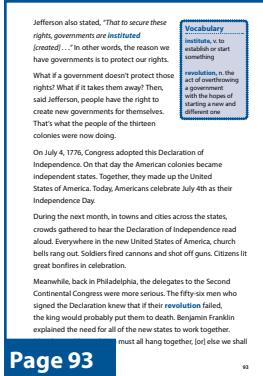
of the declaration was to explain why the colonies were breaking away from Great Britain.

The committee chosen to write the declaration included John Adams, Benjamin Franklin, and Thomas Jefferson. Which committee member should do the main writing? Benjamin Franklin and George Washington were probably the two most famous Americans. John Adams was one of the first leaders to speak in favor of independence. Thomas Jefferson, however, was known as a fine writer. Franklin and Adams chose him to write the declaration.

What Jefferson produced became the most famous document not only in American history, but also in the history of the entire world. Jefferson wanted the world to know all the bad things this king had done and all the rights he had taken away. So he listed each of them. He also explained why the king's actions made it right for the colonists to break away from Britain.

Vocabulary *endow*, v. to give something valuable

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.



Page 93

LITERAL—What was a major reason the Declaration of Independence gave for separation from Great Britain?

- » Great Britain had violated the basic rights of the colonists.

 **LITERAL**—Who wrote the Declaration of Independence?

- » Thomas Jefferson wrote the Declaration of Independence.

 **LITERAL**—Reread the passage from the Declaration of Independence on page 92. According to the Declaration, what rights do all people have?

- » Life, liberty, and the pursuit of happiness.

EVALUATIVE—What did Benjamin Franklin mean when he said, "Gentlemen, we must all hang together, [or] else we shall all hang separately"?

- » Franklin's statement emphasizes the need for the colonies to come together as a united front against Great Britain. There's strength in numbers, and their odds of success were greater when they acted as one instead of as thirteen separate components.

Timeline

- Show students the Chapter 14 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "What was the Declaration of Independence?"
- Post the image card of the Declaration of Independence beneath the date referencing the 1770s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What was the Declaration of Independence?"
 - » Key points students should cite include: The Declaration of Independence was a statement by the Second Continental Congress explaining why the colonies were breaking away from Great Britain. It listed all of the bad things the British government had done to the colonists. It said all people were guaranteed basic rights of life, liberty, and the pursuit of happiness and they had the right to change the government if the government did not protect these rights.

- Choose one of the Core Vocabulary words (*Loyalist, pamphlet, endow, institute, or revolution*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Independence Day (RI.4.1)

45 MIN

Materials Needed: Sufficient copies of NFE 5, Selections from the Declaration of Independence, found in the CKHG Online Resources for this unit:

www.coreknowledge.org/ckhg-online-resources

Independence Day is celebrated every year in the United States on July 4. Remind students that this day is recognized annually as a reminder that the United States was originally thirteen colonies that declared their independence and fought to separate themselves from Great Britain.

The Declaration of Independence

Create a table with three separate columns on the board or on chart paper. Title the columns “What I Know,” “What I Want to Know,” and “What I Learned.” Ask students to brainstorm a list of what they know about Independence Day. Encourage students to share relevant information they’ve learned in the unit so far as well as any facts or details they know from previous grade levels or outside experiences. Students may also share traditions related to Independence Day. Record student responses in the column “What I Know.” Ask students what information they hope to learn about Independence Day. Record responses in the “What I Want to Know” column of the chart.

Remind students that July 4 was chosen as the date for this holiday because it was the date on which the Declaration of Independence was signed in 1776. Distribute copies of NFE 5, Selections from the Declaration of Independence. Read aloud the Preamble and then conduct a choral reading of the Declaration of Rights.

Read aloud the subhead “A Bill of Indictment.” Briefly explain that an indictment is a formal accusation of a crime. Ask students to infer what kind of information will be included in this section of the Declaration of Independence. (Students should recognize that this is the list of offenses the king committed against the colonists.) Read aloud the paragraphs under “A Bill of Indictment.” Ask students if they were surprised or confused by anything in the Bill of Indictment. Help students connect each item with events they have read about so far.

After reading Selections from the Declaration of Independence, revisit the KWL chart and ask students if they learned any new information. Record this information in the “What I Learned” column.

The Independence Day Holiday

Share a History.com article and video about July 4th with students, first previewing the video and any advertisements that precede it. Use this link to download the CKHG Online Resources for this unit, where the specific link to the article and video may be found:

www.coreknowledge.org/ckhg-online-resources

Have students volunteer to take turns reading sections of the article “July 4th.” Share the video located at the top of the page after students have finished reading. After completing the article and the video, ask students to reflect on any new information that they may have learned. Ask students to share what they learned from the article and video. Record this information in the “What I Learned” column on the board or chart paper.

CHAPTER 15

A Discouraging Start

The Big Question: What challenges did George Washington face when raising an army?

Primary Focus Objectives

- ✓ Compare and contrast the British and Continental armies. (RI.4.5)
- ✓ Understand the challenges faced by George Washington as commander of the Continental Army. (RI.4.3)
- ✓ Understand the roles that women and African Americans played in the war effort. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *mercenary* and *regiment*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Women/ Loyalists/ and Patriot Allies”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

mercenary, n. a soldier from one country paid to fight for another country (94)

Example: Although not from Great Britain, the Germany mercenary was paid to fight for the British cause.

Variation(s): mercenaries

regiment, n. a unit in the army (99)

Example: George Washington led his regiment into battle.

Variation(s): regiments

THE CORE LESSON 35 MIN

Introduce “A Discouraging Start”

5 MIN

Ask students to brainstorm what they know about the British army; have students share responses and record the information on the board or chart paper. Ask students to identify some challenges of fighting a force like the British army.

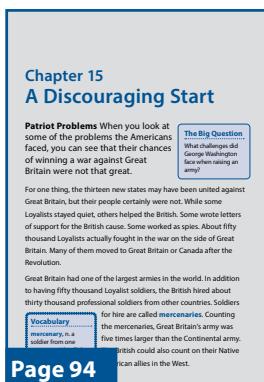
Tell the students that George Washington faced many difficulties when he assumed control of the Continental Army, including facing an enemy the size and strength of the British army. Call attention to the Big Question and encourage students to look for the challenges George Washington faced as they read the chapter.

Guided Reading Supports for “A Discouraging Start”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Patriot Problems,” Pages 94–98



Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the vocabulary word *mercenary* on page 94. Explain to students that a mercenary is a soldier hired to fight for the army of another country.

Ask student volunteers to read the section “Patriot Problems” out loud.

SUPPORT—Call attention to the image of the Continental Army recruitment poster on page 96. Explain to students that one of Washington’s greatest problems was maintaining the Continental Army. Because most soldiers were volunteers, they had other responsibilities that called them away from fighting.

After students have finished reading, ask the following questions:

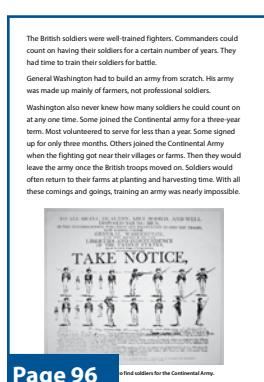


LITERAL—What were three strengths of the British army?

- » The British had one of the largest armies and the largest navy in the world. The soldiers were well-trained. The British could afford to hire mercenaries. Great Britain could also afford whatever supplies its troops needed.

LITERAL—What is a mercenary? What role did mercenaries play in the American Revolution?

- » A mercenary is a soldier for hire. The British paid Hessian soldiers to fight against the colonists.





Most soldiers in the Continental Army were farmers who volunteered to fight.

In addition to having a powerful army, Great Britain was one of the wealthiest nations in the world. The British could supply their army with whatever it needed. The Continental army was often short on cannons, gunpowder, food, and other supplies. It didn't even have enough uniforms. Throughout the war, most American soldiers fought in their own clothes. Several times during the war, General Washington wrote to the Continental Congress, "If it didn't come up with money for supplies and pay the soldiers soon, 'the army must absolutely break up'."

As for a navy, the British had the greatest in the world. They had a hundred times as many warships as the Americans had.

None of that looked very good for the Americans.

Few things going for them, though.
g on their own land. Fresh soldiers

Page 97

47

and supplies were often available nearby. The British had to ship everything—including soldiers—from three thousand miles away. The Americans were also fighting to defend their homes, families, and freedom. Many soldiers on the British side were just fighting for money. That made a difference.

The size of the country was another advantage for the American side. If the British won in one part of the country, American armies could move to another. Thomas Jefferson wrote that the American plan would be to "keep the British in a state of constant alarm, 'not to let you come in,'" he said to the British, "to order that we may afterwards take two or three for one." Since the Americans could keep moving around, he said, "we can always prevent a total defeat."

Support from Women and African Americans

The British could count on its professional soldiers, mercenaries, and Loyalists, including African Americans. In fact, most African Americans then supported the British cause. They actively sought help from the African American slaves. They promised freedom to any enslaved person who fought for the king.

The Patriots had their own source of help. The Patriot side also had support from African Americans. It had important support from women, too. Women played many roles in the American Revolution.

Working in army camps.

Page 98

48

"Support from Women and African Americans," Pages 98–99

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the vocabulary word *regiment* on page 99 and explain its meaning.

SUPPORT—Call attention to the image of the woman helping in the American Revolution on page 98. Explain to students that both women and African Americans played an important role in supporting the Patriot cause.

Have students read the section to themselves.

After students have finished reading, ask the following questions:

LITERAL—How did the British army attempt to take advantage of the situation of African Americans in the colonies?

- » The British army offered freedom to any enslaved person who fought for the British.

LITERAL—How did women contribute to the fighting during the American Revolution?

- » They fought on the battlefields, made gunpowder, carried messages, and spied on the enemy.

Page 99

Vocabulary
regiment: a unit in the army.

49

LITERAL—Who was Molly Pitcher?

» Molly Pitcher was the wife of a Continental soldier. Her real name was Mary Ludwig Hays. She brought pitchers of water to her husband's cannon crew during a battle. She carried so many pitchers they called her Molly Pitcher.

EVALUATIVE—The rights outlined in the Declaration of Independence did not extend to all parts of the population, especially women and African Americans. If you were a woman or African American during the American Revolution, would you have fought for American independence? Why or why not?

» Students may respond that they would have helped the fight against the British in the hopes that they would one day be free and equal in a new society. Other students may respond that they would not fight for a country's independence if that country did not respect their rights and freedoms.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What challenges did George Washington face when raising an army?"
 - » Key points students should cite include: Washington's challenges included an amateur army; he was never sure how many troops he could count on to fight. The Continental Army also experienced a lack of ships, clothing, food, supplies and money.
- Choose one of the Core Vocabulary words (*mercenary* or *regiment*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 11–15 (RI.4.4)

20 MIN

Activity Page



AP 15.1

Materials Needed: Make sufficient copies of AP 15.1 Domain Vocabulary: Chapters 11–15, found in the Teacher Resources section (page 149).

Distribute AP 15.1 Domain Vocabulary: Chapters 11–15, found in the Teacher Resources section (page 149), and direct students to complete the sentences using vocabulary terms they have learned in Chapters 11 through 15. Remind students that not all vocabulary terms listed in the box on the worksheet will be used. This activity page may also be completed for homework.

CHAPTER 16

Raising America's Spirits

The Big Question: What is meant by the statement, “Washington’s plan for winning the war required patience”?

Primary Focus Objectives

- ✓ Understand Washington’s plan for winning the war. (RI.4.7)
- ✓ Explain the events of the battles of Trenton and Princeton and their significance. (RI.4.5)
- ✓ Understand the meaning of the domain-specific vocabulary *inspire* and the phrase “German state.” (RI.4.4)

Core Vocabulary (Student Reader page numbers listed below)

inspire, **v.** to cause someone to think or behave in a certain way (100)

Example: Despite the bleak conditions, Washington had to inspire his men to keep fighting.

Variation(s): inspires, inspiring, inspired

“German state,” (phrase) one of several small, independent states that eventually made up the present-day country of Germany (103)

Example: Many mercenaries that fought for the British cause came from the German state of Hesse.

Variation(s): German states

THE CORE LESSON 35 MIN

Introduce “Raising America’s Spirits”

5 MIN

Ask students to describe what they have learned so far about both the Continental and British armies and record their responses on the board or chart paper. Ask students, given these factors, which side was more likely to win the American Revolution at this point: the Americans or the British?

Tell the students they are going to read about two battles of the American Revolution that helped to answer this question.

Call attention to the Big Question and encourage students to look for reasons why Washington’s strategy required patience as they read.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“An Early British Victory,” Pages 100–102

Scaffold understanding as follows:

CORE VOCABULARY—Read the first three paragraphs of the section **out loud**. Pause to explain the meaning of the word *inspire* as you come across it in the text.

SUPPORT—Call attention to the image of Nathan Hale’s execution on page 101. (The image shows the witnesses to Hale’s execution. Hale himself is not in the image.) Explain to students that many Patriots lost their lives during the conflict. They knew it would be dangerous to fight against the British, but independence was more important than their personal safety.

Continue reading the remainder of the section out loud.

After reading, ask students the following questions:

LITERAL—What was Washington’s strategy for winning the Revolutionary War?

- » Washington decided that patience was the key to winning the war. He avoided major battles with the British and took advantage of the extra time to train the American troops. Washington also hoped that if the war dragged on for a long time, the British would grow tired of fighting and grow tired of paying for it.

EVALUATIVE—Do you believe Washington’s strategy to win the war was a good idea? Why or why not?

- » Some students may respond that Washington’s strategy was smart because his troops needed more time to train, especially because the British army was so strong. Other students may respond that Washington’s strategy was flawed because the American troops would have to win some major battles to defeat the British and gain independence.

LITERAL—Who was Nathan Hale, and what happened to him?

- » Hale was a schoolteacher from Connecticut who served as an American spy. He was caught and hanged by the British.

Chapter 16 Raising America’s Spirits

An Early British Victory Things went badly for the Continental Army during the early part of the war. Hardly three months after Americans celebrated the Declaration of Independence, a large British army assembled in New York City to do battle with Washington’s still untrained army.

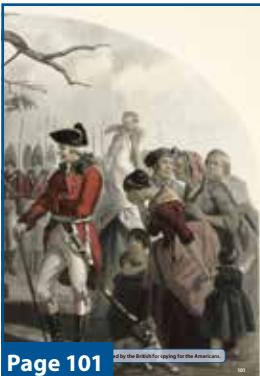
The British defeated the Continental Army easily. It almost trapped them. That might have ended the war then and there. Led by Washington, however, some of the American forces escaped.

It was during that battle for New York City that a twenty-four-year-old Connecticut schoolteacher named Nathan Hale became famous.

Hale was caught serving as a spy for the Americans and was hanged by the British. His last words were, “I only regret that I have but one life to lose for my country.” His words inspired the Patriots. His words are still quoted today.

Page 100

The Big Question
What is meant by Washington’s plan for winning the war? (independence)



Page 101

After the Continental Army’s narrow escape from New York, the Americans retreated across New Jersey and into Pennsylvania. The British stayed close behind. Luckily, it was getting late in the year. Winter was a hard time to fight in. The British were not used to the cold of New Jersey and New York, and settled in for the winter. They could finish off the Americans in the spring. It was at this moment that Washington’s leadership began to pay off. Other generals might have panicked after such a setback, but not Washington. Whether he won a battle or lost, he remained steady. Soldiers admired him and were willing to follow him into battle.

Battle, however, was not what Washington wanted. He knew his untrained troops were no match for the experienced British army. So he sat in New Jersey, waiting for the winter to end. The war required patience. Instead of taking on the British directly, Washington’s strategy was like Thomas Paine’s checkerdboard. He would keep the Continental Army moving. They would stop and fight the British now and then, but they would not get into a major battle. This way, Washington could buy time to build and train his army.

Washington’s plan meant the Continental Army would not win many battles. They wouldn’t lose many battles either. Meanwhile, as the war went on, the British people might tire of paying for it. After a few big American victories, who knew? Maybe the British would stop supporting the war altogether!

Page 102

INFERRENTIAL—What do you think Hale meant when he said, “I only regret that I have but one life to lose for my country”?

- » Hale’s quote means that even in the face of death, he does not regret spying for the Americans. He is so committed to the Patriot cause that, knowing the consequences, he would do it all over again given the chance.

“A Surprise Attack,” Pages 103–105

A Surprise Attack

Washington realized that the American people could tire of the war too. So could his army, if it kept suffering defeats. Washington needed a quick victory, or two, to raise the spirits of his troops and keep them fighting.

Washington planned a surprise attack on British mercenaries, the soldiers the British hired from other countries. The mercenaries were called Hessians, because many came from the German state of Hesse. The Hessians were camped in Trenton, New Jersey, just across the Delaware River from Pennsylvania.

Washington’s men surprised the Hessians by surprise. After all, who would suspect the Continental Army to cross the ice-filled Delaware River in the dead of winter? On Christmas Night, 1776, shivering American soldiers stepped onto the rowboats that would carry them across the river. By four o’clock in the morning, all 2,400 of Washington’s men were on the New Jersey side of the river.

The Continental Army marched the nine miles to Trenton hidden by the darkness of night. As day broke, they attacked the sleeping Hessians. Caught off guard, the Hessians were surprised and confused. After a short fight, nine hundred Hessians surrendered.

Page 103

103



This famous painting by Emanuel Leutze of Washington crossing the Delaware River was painted in 1851.

The Continental Army captured not only the enemy soldiers, but also their weapons and supplies.

won another victory. Again, he used

time to defeat British soldiers in

Page 104

104

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the vocabulary phrase “German state.” Ask students to try to determine the meaning of the phrase based on its two individual components. Explain that during the 1700s, Germany was not the country we know it to be today. Instead, it was made up of a number of small, independent states. Germany would not be unified until the 1800s.

Ask students to read the section “A Surprise Attack” quietly to themselves.

SUPPORT—Call attention to the image of Washington crossing the Delaware on pages 104–105. Remind students of the conditions that the American soldiers had to endure while crossing the Delaware River to Trenton and that it was not very likely that this is how Washington rode in the boat.

SUPPORT—Reread the lines, “As day broke, they attacked the sleeping Hessians. Caught off guard, the Hessians were surprised and confused.” Explain to students that the Hessians were truly surprised by the American attack. Traditionally, European armies called a halt to all fighting during religious festivals and holidays. This tradition lasted up until the 1900s during World War I. The Hessians did not expect the Americans to surprise them after they had spent their evening celebrating Christmas in Trenton. The Hessians likely assumed that the Americans were also celebrating Christmas and would not attack.

After students have finished reading, ask the following questions:

LITERAL—How did Washington win the Battle of Trenton?

- » He had the Continental Army attack the Hessian troops stationed in Trenton at dawn the morning after Christmas, when they least expected it.

INFERRENTIAL—Why were the American victories at Trenton and Princeton significant?

- » They helped boost American spirits, both of civilians and the troops.

EVALUATIVE—Do you agree with Washington and the American army's disregard for European military traditions? Why or why not?

- » Some students may argue that the Americans would have quickly lost the war if they had followed the traditional European rules of war. Others might think that breaking with tradition was unfair, especially attacking the enemy on a holiday.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What is meant by the statement, 'Washington's plan for winning the war required patience'?"
 - » Key points students should cite include: George Washington adopted a nontraditional strategy when dealing with the British. He decided to avoid major battles and only engage in small skirmishes. This way he would have more time to train his troops. At the same time, Washington intended to drag out the war as long as possible. Doing so would make it difficult for the British to maintain their war effort across the Atlantic.
- Choose the Core Vocabulary word (*inspire*) or the phrase "German state," and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Analyzing Emmanuel G. Leutze's *Washington Crossing the Delaware* (RI.4.7)

30 MIN

Alternate Art Activity for Emmanuel G. Leutze's *Washington Crossing the Delaware*: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4, available at:

www.coreknowledge.org/store

Or you may direct students to examine the illustration of this painting on pages 104–105 of their Reader.



Background for Teachers: Paintings from the early years of the United States often depict American heroes and key events associated with the founding of the nation. Common themes included independence and determination. George Washington was a popular image featured in post-colonial artwork.

It's important to note that artwork is much like historical texts; it is subject to interpretation and is not always completely representative of fact.

The iconic painting *Washington Crossing the Delaware* was painted roughly seventy-five years after the Battle of Trenton. Leutze's painting depicts Washington and his men crossing the icy Delaware River before their surprise attack on the Hessian soldiers encamped in New Jersey.

While Leutze portrays Washington and the men as vibrant and energetic, the reality was that they were struggling with the challenges of basic survival. Leutze's painting shows Washington standing in the boat with a single arm raised. Leutze chose to paint Washington in this way to signify him as a valiant leader.

Share Leutze's *Washington Crossing the Delaware*, from The Metropolitan Museum of Art, with students. Use this link to download the CKHG Online Resources for this unit, where the specific link to the portrait and background information about it may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students to quietly observe and analyze the portrait for a few minutes before posing the following questions:

- Explain that in this painting, General George Washington and the Continental Army are depicted crossing the icy Delaware River on the night of December 25, 1776, to attack the Hessians during the Revolutionary War. What is specifically happening in the foreground and background of this scene? (*Groups of men are vigorously rowing boats ashore, with an icy river and landscape as background.*)
- Do you recognize the man standing up nearest the bow of the boat? (*George Washington.*)
- What about this scene is dramatic but not true to life? (*Figures are posed dramatically. Washington is standing up in a small boat, which would be very risky in real life.*)
- What do you think the rising sun symbolizes? (*It symbolizes the birth of a new nation.*)
- This painting is one of the most popular American paintings and is one of the most recognized in the Western world. Why do you think it is so popular? (*Answers will vary. Sample answers: The bravery of the attack, the image of Washington, the turning point in the war, etc. appeal to imagination of the viewer.*)

Saratoga

The Big Question: What mistake did the British make that brought France into the war, making an American victory possible?

Primary Focus Objectives

- ✓ Understand the course of the war in New York state. ([RI.4.7](#))
- ✓ Identify Generals Burgoyne and Howe and understand their roles in the British campaign. ([RI.4.10](#))
- ✓ Understand the meaning of the domain-specific vocabulary *rebels* and of the phrases “naval fleet” and “turn of events.” ([RI.4.4](#))

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Saratoga and France":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

rebels, n. people who resist the government with force ([108](#))

Example: A group of colonial rebels fought bravely against the army of their former country.

Variation(s): rebel

“naval fleet,” (phrase) a large group of war ships that belong to the navy ([110](#))

Example: If it were not for the French naval fleet, the British may have escaped the Chesapeake Bay.

“turn of events,” (phrase) a new development or action that changes the way future events happen ([111](#))

Example: The Battle of Saratoga proved to be a turn of events for the colonists; their victory inspired the French to enter the war as their ally.

 Introduce “Saratoga”

5 MIN

Have students look at the map of the thirteen colonies on page 128 of the Student Reader. Explain that in a war, one of the army's main objectives is to capture places that are important to the enemy, especially those where they can most easily be defeated. Looking at the map of the thirteen colonies, ask students to consider the best place for the British to attack the colonies. Ask students to explain their reasoning.

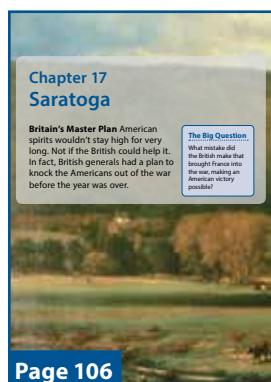
Tell students that they are going to read about a British plan of attack and the results of the plan. Call attention to the Big Question and encourage students to look for the events and British missteps that ultimately led France to enter the American Revolution.

Guided Reading Supports for “Saratoga”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Britain’s Master Plan,” Pages 106–109



Read the section “Britain’s Master Plan” out loud.

SUPPORT—Call attention to the image of the Hudson River Valley on pages 106 and 107 and read the caption. Remind students that British control of New York would have put them in a strong position to defeat the Americans.

CORE VOCABULARY—Call attention to the word *rebels* located on page 108. Review the meaning of the word to students. Ask: Why would the British view the colonists as rebels? (*The British still considered the colonists part of the British Empire. By fighting against the British, the colonists were resisting the British government with force.*)



SUPPORT—Call attention to the image of Burgoyne’s surrender at Saratoga on page 109. Reread the last line of the section, “Six thousand of Great Britain’s best soldiers surrendered,” and read the caption beneath the image. Explain to students that the British defeat was unexpected; their army was bigger and better trained than the Americans’.

After reading, ask students the following questions:

LITERAL—How did the British plan to win the war?

- » They wanted to gain control of the Hudson River valley. This would allow them to divide the colonies into two sections, making it easier to conquer one section at a time. The plan was to have three British forces meet in Albany—one from the north, one from the west, and one from the south.

LITERAL—Why did the British plan fail?

- » General Howe disagreed with General Burgoyne. Howe wanted to gain control of Philadelphia. By the time Howe captured the city, there was no time to get his troops north to New York. The third force, coming from the west, encountered American soldiers and never reached Albany. Burgoyne's army was alone and defeated by the Americans at Saratoga.

EVALUATIVE—Do you agree with General Howe's reasons for capturing Philadelphia? Why or why not?

- » Some students may respond that they agree with Howe's decision. Philadelphia was an important city to the colonists, and capturing it would be a large blow to the Americans. Some students may respond that they disagree with Howe's decision. Even though Howe captured an important city, his decision to stop before heading to Albany was too costly for the British.

"New Allies," Pages 110–111

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the vocabulary phrases “naval fleet” on page 110 and “turn of events” on page 111. Explain the meanings of the phrases to students. Point out that students have already read about other turns of events, such as the Intolerable Acts.

Have students read the section to themselves.

After students have finished reading, ask the following questions:

LITERAL—What were the most important results of the American victory at Saratoga?

- » The American troops gained new courage and pride in themselves after defeating Burgoyne's powerful army. The American victory also convinced France to enter the war as an ally against Great Britain.

Vocabulary
rebels n. people who break away from government with force

The Hudson River runs north and south in New York State. The British aimed to win control of the entire Hudson River Valley. If the British controlled the Hudson, they could cut off supplies from either state, dividing the Americans in two. The British would then be able to defeat the rebels one part at a time. They would defeat New England first and then the rest of the states.

That summer, General John Burgoyne (Bur'gōyn) led a large British army southward from Canada into New York State. The plan was for the main British army in New York City to start moving north soon after Burgoyne entered New York State. At about the same time, a third, smaller British force in western New York State would move east. The three British armies would meet near Albany on the Hudson River. At that point, it would be all over for the greater American cause.

That never happened. General William Howe was in charge of the main British army in New York. Howe wanted to capture Philadelphia first before moving north along the Hudson. Philadelphia was America's largest city. It was the meeting place of the Continental Congress. What a blow to American spirits if the British were to take it!

Howe was sure he could capture Philadelphia and still have time to meet Burgoyne. He was wrong. By the time he captured Philadelphia, there was no time left to get back to New York. Howe didn't even try.

Page 108

Meanwhile, the third British force—the one moving eastward across upstate New York—had already met American soldiers along the way. This British force, which included a large number of Native American allies, never made it to Albany either.

That left Burgoyne and his army alone, moving south in New York State. The only ones there to meet him were General Gates and thousands of soldiers of the Continental Army. In October 1777, the British and Americans fought at Saratoga, north of Albany. The Americans won. Six thousand of Great Britain's best soldiers surrendered.



It was a great moment when General Gates accepted General Burgoyne's surrender after the battle of Saratoga.

109

Page 109

New Allies
The victory at Saratoga was a great turning point of the war. Not just because it was a great victory but also because it brought the Americans a new ally—France. Remember how the French and the English had been fighting for a hundred years? Remember how the French lost all their North American colonies to Great Britain in the French and Indian War? Well, ever since, they had been buming for revenge.

One way for France to get revenge on Great Britain was to help the American colonies break away. Soon after the colonies declared their independence, France secretly started sending them money and supplies.

The money and supplies helped, but the Americans hoped for more. They wanted France to join in the fight. How could they get every one to add the French to join in the fight, however? They got the same answer. France would not enter the war unless the Americans proved that they had a real chance of defeating the British.

Vocabulary
naval fleet adj. a large group of war ships that belong to the navy

The victory at Saratoga showed France that America could win. Several months after the Battle of Saratoga, the French entered the war on the side of the Americans. France sent money, equipment, and soldiers. Most importantly, France also sent a large naval fleet to help the Americans. It's quite possible

Page 110

that without help from the French, the Americans would not have won the war. Eventually, Spain and the Netherlands also declared war against the British. This turn of events happened because three British armies failed to meet as planned in Albany.

Vocabulary
turn of events: a new development or series of changes that may affect the way future events happen

Page 111

LITERAL—Why did France agree to fight on the side of the colonists?

- » France and Great Britain had fought for nearly one hundred years, and the French wanted revenge after the French and Indian War. Helping the colonies achieve their independence was a way for France to “get even” with Great Britain.

INFERRENTIAL—Why did France wait until the Americans won a major victory before committing to entering the war?

- » War is very costly. The French did not want to enter a conflict an ocean away and commit men and resources if they were not absolutely sure the colonists stood a chance of defeating the British.

EVALUATIVE—Consider what may have happened if the British had won the Battle of Saratoga. In what ways could a British victory have impacted the outcome of the American Revolution?

- » If the British had won the Battle of Saratoga, they most likely would have gained control of the Hudson River Valley. British control of this region would have made it possible for them to cut off New England from the rest of the colonies. France probably would not have entered the war for fear the colonists may lose.

Timeline

- Show students the Chapter 17 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What mistake did the British make that brought France into the war, making an American victory possible?”
- Post the image card of the Battle of Saratoga beneath the date referencing the 1770s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What mistake did the British make that brought France into the war, making an American victory possible?”
 - » Key points students should cite include: The British made a mistake while planning to capture the Hudson River Valley. The British believed that if they captured this area, they could separate New England from the other colonies, making it easier to defeat one half first and then the other half second. General Burgoyne and his troops were supposed to make their way to Albany, New York, and would be joined by General Howe and his troops from the south and a third force from the west. Howe decided to stop and capture Philadelphia on his way to Albany. The time it took to capture the city was costly; Howe and his troops never made it to New York. At the same time, the British force coming from the west was apprehended by American troops. Burgoyne and his men were left to face the Americans alone at Saratoga. The American victory at the battle ultimately convinced France to enter the war on the side of the colonists.
- Choose the Core Vocabulary word (*rebels*) or one of the phrases (“naval fleet” or “turn of events”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Valley Forge

The Big Question: What were some of the challenges the Continental Army faced during the winter at Valley Forge?

Primary Focus Objectives

- ✓ Describe the conditions at Valley Forge. (RI.4.3)
- ✓ Describe the character of George Washington and how it affected the outcome of the Revolutionary War. (RI.4.1, RI.4.3)
- ✓ Identify Frederick von Steuben and discuss his contribution to the Revolutionary War. (RI.4.1, RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *scarce, forage, exposure, character, drill, and aide.* (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Valley Forge":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

scarce, adj. in short supply; not having enough (112)

Example: During the American Revolution, fabric to make clothing and leather to make shoes were scarce.

forage, n. food or other items found in a search

Example: The soldiers at Valley Forge struggled to find enough forage to survive. (114)

Variation(s): forage

forage, v. to search for food or other items needed for survival

exposure, n. harm caused by cold or other extreme weather conditions (114)

Example: While camped at Valley Forge, many soldiers died from exposure to the harsh cold.

character, n. the qualities that make up a person (114)

Example: George Washington was known throughout the colonies for the quality of his character.

drill, v. to train or practice by repeating movements or tasks (115)

Example: To perfect marching in formation, the general must drill his soldiers with lots of practice.

Variation(s): drills, drilling, drilled

aide, n. a trusted assistant (115)

Example: Only George Washington's most trusted aide was allowed to carry information to the other generals.

Variation(s): aides

THE CORE LESSON 35 MIN**Introduce “Valley Forge”****5 MIN**

Ask students to think about what an army needs most in order to fight well and to fight bravely. Call on students to share and list their responses. Students may respond that an army needs a cause to fight for, a leader that the soldiers respect, enough soldiers, and supplies such as weapons and food. Ask students to explain how they think soldiers might react if they did not have some of the items on the list.

Tell the students that the Continental Army faced many struggles during the war, especially during one winter in particular. Explain that they will be learning about a low point for the American army and how the soldiers responded in the face of adversity. Call attention to the Big Question and encourage students to look for challenges faced by Washington and his troops during their winter at Valley Forge as they read the chapter.

Guided Reading Supports for “Valley Forge”**30 MIN**

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A Hard Winter," Pages 112–114

Chapter 18 Valley Forge

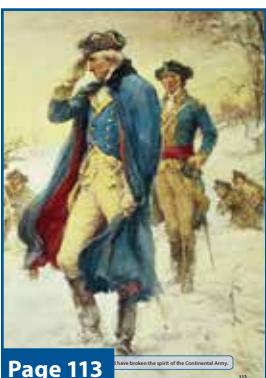
A Hard Winter The winter of 1777–1778 was the worst time of the war for the Continental Army. The British had taken Philadelphia. Twice, General Washington had sent his soldiers into battle near Philadelphia. Both times the British had defeated them. With cold weather coming on, Washington had to choose a place to camp for the winter. The place he chose was called Valley Forge, an open field about twenty-five miles northeast of Philadelphia.

Snow was already on the ground when the soldiers arrived in Valley Forge. They put up their tents with tarpaulin blankets that were whatever wood they could find. Before long, they had built two thousand of them. The huts were drafty, dirty, and cold but they at least put a roof over the soldiers' heads. Each hut had a fireplace but no windows. The smoke from the fires made cough as if their lungs were burst.

Vocabulary
scarce, adj. short.
forage, n. supplies that are available.
exposure, n. the winter in Valley Forge was terrible.

Page 112

The Big Question
What were some of the challenges the Continental Army faced during the winter at Valley Forge?



Page 113

Share broken the spirit of the Continental Army.

113

General Washington later said, "You might have broken the spirit of the Continental Army by the blood of their friends." An officer from Connecticut explained how bad conditions were in his journal:

It snowed. I was sick. Eat nothing... No **forage**. Lord, Lord, Lord... cold and uncomfortable. I am sick, disconcerted, and out of humor. Poor food. Hard lodgings. Cold weather. Fatigue. Nasty clothes. Nasty cooking... Seaked [sic] out of my senses.... I can't endure it. Why are we sent here to starve and freeze?

At least 2,500 men died of disease or exposure at Valley Forge. That's more than double the number who died in battle twenty-five or thirty of their comrades. Some men deserted, which means they simply sneaked out of camp and went home. At the start of winter, Washington's army numbered about seven thousand men. By the end of winter, there were only about four thousand left.

A Man of Character

What did people mean when they said that George Washington was a man of great character? They meant he was honest. They meant that he kept his promises. They meant he was reliable. They meant that people always knew where Washington stood and that he kept his word. They meant that he respected others. They meant that Washington was someone you would want on your side.

He wanted to put able men in charge of his army. In February, when things were at

Page 114

Vocabulary
forage, n. food or other items found in nature.
exposure, n. harm caused by cold, rain, or extreme weather conditions.
character, n. the qualities that make up a person.

Scaffold understanding as follows:

CORE VOCABULARY—Review the vocabulary terms *scarce*, *forage*, and *exposure*. Ask students to make a prediction about Valley Forge based on these terms.

Invite volunteers to take turns reading paragraphs of the section out loud.

SUPPORT—Call attention to the image of Valley Forge on pages 112 and 113 and read the caption out loud. Have students analyze the contents of the image and describe what's happening. Remind students that the American troops lacked critical supplies. In addition to this hardship, the weather was harsh, and their shelters were unlike the homes students live in today.

After students have finished reading, ask the following questions:

LITERAL—Why did the American army settle at Valley Forge?

- » It was close to Philadelphia. The troops also had to find a place to set up camp because winter and cold weather were coming.

LITERAL—What toll did the harsh winter at Valley Forge take on the troops camped there?

- » Many men died of sickness or from exposure. Even though the troops were not actually fighting, the Americans lost as many as thirty men a day. Many men couldn't take the harsh conditions and decided to abandon the army.

INFERRENTIAL—Even though the winter at Valley Forge was challenging for the Continental Army, in what ways did their hardships have a positive effect on the troops?

- » When things are difficult, people often work harder to accomplish their goals. The experience at Valley Forge may have made the remaining troops stronger and more resolved to defeat the British. In order to survive such harsh conditions, the troops had to have a strong will. For those who survived, the experience may have proved that they were courageous and brave and given them a stronger will to fight the British and to win the war.

"A Man of Character," Pages 114–115



Page 115

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the word *character* and explain its meaning. Point out that the qualities that might make up a person's character can be positive or negative, such as honesty, fairness, stubbornness, and selfishness. Point out the vocabulary words *drill* and *aides*. Explain the meanings of the terms to the students and how each might be important for an army's success.

Have students read the section "A Man of Character" to themselves.

After students have finished reading, ask the following questions:

LITERAL—Describe the character of George Washington.

- » Washington was an honest, caring, and respectful man. He always kept his word and was dedicated to his troops. He was reliable and the kind of person you always wanted on your side.

LITERAL—Who was Baron Frederick von Steuben, and what was his contribution to the American cause?

- » Baron Frederick von Steuben was a German officer who approached Washington about helping the Continental Army. Washington put him in charge of training soldiers at Valley Forge. Frederick von Steuben taught the Americans about being soldiers and drilled them until they were a well-trained army.

LITERAL—What motivated the soldiers to stay with the army in spite of hardships at Valley Forge?

- » They respected and admired General Washington. They were also committed to the American cause and knew that winter wouldn't last forever.

INFERRENTIAL—As commander of the Continental Army, General Washington could have made the decision to spend the winter wherever he pleased. Instead, Washington chose to suffer through the harsh winter at Valley Forge with his troops. What effect did Washington's decision have on his troops?

- » Washington's decision proved that he cared about his men. His actions showed that he wouldn't ask his men to do something that he himself would not do. This likely had a positive effect on his troops and earned their respect.

Timeline

- Show students the Chapter 18 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What were some of the challenges the Continental Army faced during the winter at Valley Forge?”
- Post the image card of the winter at Valley Forge beneath the date card referencing the 1770s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What were some of the challenges the Continental Army faced during the winter at Valley Forge?”
 - » Key points students should cite include: The Continental Army faced many hardships at Valley Forge. They were low on important supplies such as weapons, clothing, and most importantly, food. Their shelters did little to keep out the cold winter weather. Soldiers were forced to forage for what little they could find to survive. At the same time, countless men died from disease or from exposure to the elements. Other men abandoned the army. Over the course of the winter, Washington’s troops dropped from seven thousand men to four thousand.
- Choose one of the Core Vocabulary words (*forage, scarce, exposure, character, drill, or aides*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Visit Valley Forge (SL.4.1)

45 MIN



Background for Teachers: Prepare for the virtual field trip by previewing the photos at the Valley Forge National Park photo gallery. You may wish to download photos and place them into a slide-show presentation instead of conducting the virtual tour online.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the photo gallery and background information may be found:

www.coreknowledge.org/ckhg-online-resources

Visit Valley Forge

Project the Valley Forge National Park photo gallery. Use the photos to take students on a tour of the following locations:

- Soldier Cabins
- Washington's Headquarters
- Von Steuben's Musket Drill

As you share the photos, ask students what they notice. Guide the discussion to include the following points:

- The soldiers' cabins were small and windowless, but they were not warm. The cabins were not sealed. In winter, the frigid air blew in through the walls and ceiling.
- Washington's quarters were much nicer than the soldiers' cabins. Encourage students to speculate why this was the case.
- Note all the different steps in the musket drill. Explain that this is why soldiers had to drill over and over again, because they had to learn and memorize all these different steps until they could do them without thinking and do them quickly, as they would need to in battle.

Conclude the field trip by discussing with students how and why the Continental Army emerged from its winter at Valley Forge more united and stronger than before.

Fighting Shifts to the South

The Big Question: Why did the British shift the fighting to the South?

Primary Focus Objectives

- ✓ Describe the battles in the Southern colonies. (RI.4.3)
- ✓ Identify George Rogers Clark and describe his role in the war in the west. (RI.4.3)
- ✓ Identify John Paul Jones and describe his role in the American Revolution. (RI.4.3)
- ✓ Identify Benedict Arnold and explain how and why he betrayed his country. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *swamp, tributary, company, treason*; and of the phrases “guerrilla warfare” and “naval battle.” (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Benedict Arnold and John Paul Jones":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

swamp, n. a wet, marshy area where water collects (118)

Example: The soldiers hiding in the swamp were well hidden by the trees, but their boots were soaked from standing on the wet earth.

Variation(s): swamps

“guerrilla warfare,” (phrase) fighting in small groups making small, repeated attacks (119)

Example: Unlike the British army that was trained in traditional warfare, the colonists relied on guerrilla warfare to quickly attack the enemy.

tributary, n. a stream or river that flows into a larger stream, a river, or a lake (119)

Example: The Ohio River and its tributaries were important in the war in the west during the American Revolution.

Variation(s): tributaries

company, n. a unit in the military made up of anywhere from 80 to 250 soldiers (119)

Example: The company slowly made their way up the hill, preparing to catch the enemy by surprise.

Variation(s): companies

“naval battle,” (phrase) a military battle fought on water using ships (120)

Example: The French and British ships were caught in an intense naval battle on the Atlantic Ocean.

treason, n. disloyalty to a country by helping an enemy (121)

Example: Benedict Arnold was accused of treason after he passed secrets from the Americans to the British.

THE CORE LESSON 35 MIN

Introduce “Fighting Shifts to the South”

5 MIN

Tell students that they will be reading about how the British shifted their strategy when they realized that winning the war against the Americans was going to be much more challenging than expected. Call attention to the Big Question and encourage students to look for the reasons why the British shifted the fighting to the South as they read through the chapter.

Guided Reading Supports for “Fighting Shifts to the South”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Another Plan,” Pages 116–119

Chapter 19 Fighting Shifts to the South

Another Plan While the Continental Army regrouped at Valley Forge, the British generals made another plan to win the war. For three years, the British had been fighting the Americans in the North and won nearly all of the battles, so they weren’t losing the war. But that didn’t mean they were winning it either.

To win, the British would have to beat down the rebellion. They would have to really defeat the Continental Army. Every time the British had a chance to do that, though, General Washington and his army managed to slip away.

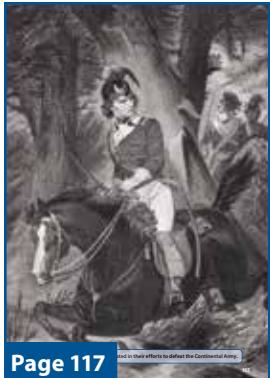
Page 116

CORE VOCABULARY—Read the section out loud. Point out the vocabulary terms *swamp* and “guerrilla warfare” as you encounter them. Explain that guerrilla warfare is often used by smaller groups when fighting larger, more organized forces.

After reading, ask students the following questions:

LITERAL—Why did the British generals decide to attack the Southern colonies?

- » They felt they could catch the Continental Army off guard by shifting the battle to the South. They thought they could count on the support of Southern Loyalists.



Page 117

and in their efforts to defeat the Continental Army.

The British generals thought, "Suppose we shift the battle to the South. That would force us to attack the Americans there. For then, most of the Continental Army is in the North. We will catch them off guard. Also, there are many Loyalists in the South, including enslaved African Americans. They will help us with food and supplies. After we take the South, we'll have the Continental Army squeezed between our forces there and our forces in the North."

The plan was pretty successful for a while. The British navy brought soldiers from their base in New York to Savannah, Georgia. The soldiers quickly captured the city. Within a year, they controlled most of the state of Georgia. Soon after, the British took Charleston, South Carolina, and handed the Americans their worst defeat of the war. From then, British troops successfully went on to control a large part of the South.

However, the British were still not able to crush their enemy. American military commanders in the South followed George Washington's strategy. Small battles, yes. Big battles, no. Never risk the whole army in one big fight. Also, the Americans knew their land better than the British did. They set up secret bases in the swamps of South Carolina. They came out of the swamps to attack small groups of British soldiers. Then, as suddenly as they had appeared, they were gone. Even though there were no large-scale battles, the fighting was at times fierce, with many casualties and some acts of cruelty.

Page 118

"War in the West" and "A Victory at Sea," Pages 119–120

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the vocabulary term *tributary*.

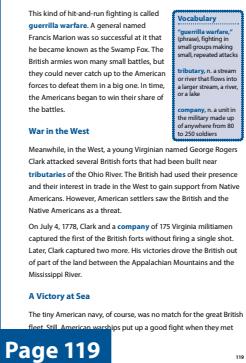
On the board or chart paper, draw a river with tributaries to illustrate the concept. Point out the vocabulary term *company* and explain its meaning.

Invite a volunteer to read the section "War in the West" on page 119 out loud.

CORE VOCABULARY—Explain the meaning of the vocabulary term "naval battle."

Ask students to read the section "Victory at Sea" on pages 119–120 quietly to themselves.

SUPPORT—After reading the section "Victory at Sea," call attention to the ship name *Bonhomme Richard*. Explain to students that *bonhomme* is a French word meaning "good man." The ship was named after *Poor Richard's Almanac*, a publication by Benjamin Franklin. Explain to students what an almanac is and share that *Poor Richard's* is still published today. Ask students to share what they know about Benjamin Franklin. Remind students that he was a prominent Patriot who was present at the First and Second Continental Congresses. He also played an important role in helping to convince the French to enter the American Revolution. John Paul Jones named the ship for Benjamin Franklin after Franklin argued that Jones should be given more authority.



Page 119

119

One British ship at a time. John Paul Jones was the commander of the American ship *Bonhomme Richard* when it came upon the British warship *Serpent* off the coast of Great Britain. The two ships opened fire. Soon the deck of the American ship was in flames. The British commander then demanded that Jones surrender. Jones replied, "I have not yet begun to fight!"

And fight he did. His men, the *Dauntless*, fought back. Jones and his men climbed aboard the *Serpent* and took it over. This became one of the most famous naval battles in United States history.

Vocabulary
"naval battle": a battle at sea; a battle fought on water using warships



Page 120

Richard and the Serpent took over four hours.

After students have finished reading, ask the following questions:

LITERAL—Who was George Rogers Clark?

- » He was a young Virginian who led American attacks against the British on their forts located near tributaries of the Ohio River. Clark and his men were responsible for capturing three British forts and driving the British from the land between the Appalachian Mountains and the Mississippi River.

LITERAL—Who was John Paul Jones, and what was his contribution to the American Revolution?

- » He was the commander of the *Bonhomme Richard*. He led the American warship against the *Serapis* and successfully defeated the British during the battle. He is remembered for saying, “I have not yet begun to fight!”

LITERAL—What happened in the battle between the *Bonhomme Richard* and the *Serapis*?

- » The ships fired at each other, and both were severely damaged. The *Bonhomme Richard*, however, was damaged more so than the *Serapis*. The crew of the *Bonhomme Richard* climbed aboard the *Serapis* and captured the ship.

“Benedict Arnold,” Page 121

Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the vocabulary word *treason* on page 121 and explain its meaning.

Have students read the section “Benedict Arnold” to themselves.

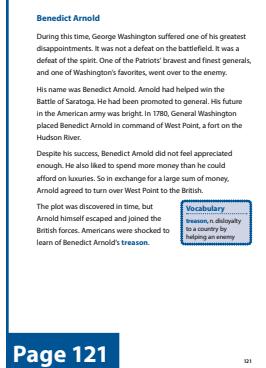
After students have read the section, ask the following questions:

LITERAL—Who was Benedict Arnold, and why did he go over to the British side?

- » Benedict Arnold was an American general. He was very successful and a favorite of George Washington. Arnold felt underappreciated and spent a great deal of money on luxury goods. He decided to accept a large sum of money from the British in exchange for turning over West Point to the enemy.

INFERRENTIAL—The name “Benedict Arnold” is often used to describe people to this day. What do you think the expression means, and why is it used?

- » Benedict Arnold was a famous general who turned his back on his country during the American Revolution. Calling someone a Benedict Arnold implies that he or she has either betrayed somebody or flipped sides.





CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why did the British shift the fighting to the South?"
 - » Key points students should cite include: The British decided to shift the fighting to the South because they were struggling to secure a victory in the North. They decided to shift fighting to the South, where they could rely on the support of Loyalists living in the southern colonies. Once they conquered the South, the British planned to sandwich the Continental Army between the British forces in the southern and northern colonies.
- Choose one of the Core Vocabulary words (*swamp, tributary, company, or treason*) or one of the phrases ("guerrilla warfare" or "naval battle"), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Story of a Naval Battle (W.4.3)

30 MIN

Have students describe what they see in the image of the naval battle on page 120 of the Student Reader.

Then have students write a short short story (two pages maximum) from the perspective of someone who was at the battle. Students should incorporate details from the reading and the image in their stories.

Challenge: "John Paul Jones Refuses to Surrender" (RI.4.2, RI.4.3)

30 MIN

Materials Needed: Sufficient copies of NFE 6, "John Paul Jones Refuses to Surrender," as told by Lieutenant Richard Dale, found in the CKHG Online Resources for this unit:

www.coreknowledge.org/ckhg-online-resources

Distribute copies of NFE 6, "John Paul Jones Refuses to Surrender," as told by Lieutenant Richard Dale. Remind students about John Paul Jones by reading the italicized text out loud.

Then read the account out loud. After reading the account, conduct a discussion about whether John Paul Jones deserves to be called a hero.

CHAPTER 20

The World Turned Upside Down

The Big Question: How does the chapter title explain the outcome of the American Revolution?

Primary Focus Objectives

- ✓ Describe the final major battle at Yorktown. ([RI.4.3](#))
- ✓ Explain how the Americans defeated the British. ([RI.4.2](#))
- ✓ Understand the meaning of the following domain-specific vocabulary: *half a crown*. ([RI.4.4](#))

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Cornwallis”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

half a crown, n. a unit of money used by the British during the time of the American Revolution ([126](#))

Example: Molly paid half a crown for a pound of tea from the shop down the street.

THE CORE LESSON 35 MIN

Introduce “The World Turned Upside Down”

5 MIN

Have students review the events of the American Revolution up until this point. No one in 1780 knew what the outcome would be or when it would occur. Ask students if they think the soldiers on both sides were optimistic or pessimistic about their chances of victory. Students may respond that the Americans had

been pretty successful so far, so they may have expected (or at least hoped) to win. On the other hand, they may have been pessimistic about Benedict Arnold and other potential traitors that undermined the American cause. The British may have been discouraged by the victory of the *Bonhomme Richard*; however, they were likely optimistic about the outcome of the war because of their superior army and resources.

Tell students that they are going to read about the British decision to attack Virginia and the effect the French entry into the war had on the outcome of the American Revolution. Call attention to the Big Question and encourage students to look for the details that help explain the chapter title, “The World Turned Upside Down,” as they read through the lesson.

Guided Reading Supports for “The World Turned Upside Down” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

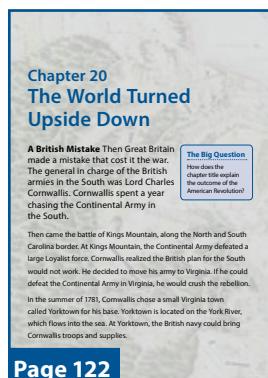
“A British Mistake,” “Washington Responds,” and “A Final Word,” Pages 122–127

Read the section “A British Mistake” on pages 122–124 out loud.

SUPPORT—Call attention to the map of Yorktown during the American Revolution located on pages 122 and 123. Explain to students that Yorktown was located on the York River. While setting up camp near the river has many positives, Cornwallis’s decision was ultimately a poor one. If he and his troops were cornered by the Americans or the French, they had nowhere to retreat.

CORE VOCABULARY—Discuss the vocabulary term *half a crown*. **Ask students to read the remainder of the chapter on pages 124–127 to themselves.**

SUPPORT—Reread the nursery rhyme on page 126 out loud. Call attention to the last line of the nursery rhyme, “Then all the world would be upside down,” as well as the title of the chapter, “A World Turned Upside Down.” Remind students that the British had one of the strongest armies and the most powerful navy in the world. Losing to a ragtag group of colonists was quite a shock.



After students have finished reading, ask the following questions:

Normally, it's not a good idea to set up a base with a river behind you. If you have to retreat, you have no place to go. But Cornwallis felt safe there. He had one third of all the British soldiers in America with him. The British navy would bring him even more, if he needed them.

Washington Responds

While Cornwallis set up his base at Yorktown, George Washington was meeting with a French general in Rhode Island. The French general, Rochambeau (row-shuhmbo), had brought an army to help the Americans. A large French fleet was in its way.

Washington and Rochambeau planned to attack the British armies in New York. Then the news about Yorktown arrived.

Washington immediately saw Cornwallis's mistake. Forget about attacking New York, he said. The American and French armies should hurry to Virginia. Together, they had enough men to trap Cornwallis. If the French fleet could get to the York River in time, it could keep the British navy from helping Cornwallis. Then Cornwallis would have to surrender in one single victory. Washington might and the war! Yorktown was five hundred miles away. George Washington started his military career with a four-hundred-mile journey. That first journey ended in disappointment. This second opportunity could be the victory of a lifetime.

It took more than a month for the American and French armies to reach Yorktown. It took a few more days to dig a great half ring. On October 9, at five o'clock in the

Page 124

afternoon, the first cannon was fired. The Battle of Yorktown had begun. For once, General Washington had the most guns and cannons. For once, General Washington was the most men.

Cornwallis looked to the sea for help. None came. The French fleet had driven off the British fleet. Cornwallis's army was on its own.

Each day, Washington moved his army closer, tightening the half ring around Yorktown. Washington rode among his men, despite the risk that a bullet might strike him. His soldiers cheered and pressed on.

Cornwallis was trapped. For several more days, American cannons roared. Finally, the British general saw that it was useless to continue. On October 17, 1781, Cornwallis surrendered.



Page 125

© after the surrender at Yorktown.

125

Two days later the American and French armies formed two long lines. The defeated British forces marched between them and left the town. As they did, a British army band played the tune of a nursery rhyme. A strange tune to play at a time like this, but the words made sense to the British.

If buttercups buzzed after the bee,

If boats were on land, churches on sea,

If ponies rode men, and if grass ate the corn,

And cats should be chased into holes by the mouse,

If the mamma sold babies for half a crown,

If summer were spring, and the other way round,

Then all the world would be upside down.

A group of citizen-soldiers had defeated one army under Cornwallis. This group of colonists had won independence from their mother country for the first time in history. The United States of America had been created. The great British Empire had been humbled. In the peace treaty that followed, Britain agreed that the colonies were now "free and independent states."

A Final Word

The American Revolution produced many heroes such as George Washington, the man known as the "Father of Our Country."

Page 126

For his leadership during the war and after. Most of the heroes, though, were ordinary people. Their names are not written in the history books. They were the Minutemen on Lexington Green. They were the soldiers who shivered at Valley Forge. They were the men who dashed out of their swamp hideouts to strike at the British army.

They were also the women who brought food and water to the men in battle. They were the women who took care of the wounded and the sick. They were the women who kept farms and shops running. They were the farm families who shared their food with American soldiers and the townspeople who gave them housing. They were the men and women who made weapons and gunpowder for the Continental Army. They were the children who helped produce the food and clothing that the American soldiers needed to survive.

When the war was over, people everywhere asked, "How could the American colonies have won a war against one of the greatest military powers in the world?" The answer was not difficult to find. The Revolutionary War was won because ordinary Americans refused to lose it.

Page 127

LITERAL—Why did Cornwallis establish his base in Yorktown?

- » Yorktown lies on the York River, which flows to the sea. Cornwallis thought the British navy would be able to easily reach his troops if he needed their help.

LITERAL—Why was Cornwallis unwise to set up camp with his back to the York River?

- » If they were attacked from the front by the Americans, the British troops would have nowhere to retreat.

LITERAL—How did Washington force the British to surrender at Yorktown?

- » American troops marched to Yorktown overland and surrounded the city so Cornwallis could not escape. The French fleet drove off the British fleet, preventing them from assisting Cornwallis.

EVALUATIVE—Do you think the Americans could have won the war against the British without the help of the French? Why or why not?

- » Some students may respond that the Americans needed French troops and ships to help defeat Cornwallis at Yorktown. Without France there would not have been enough troops, ships, or supplies to beat the British. Other students may respond that the fighting spirit of the American army may have won the war without the help of France. At the same time, the British may also have grown tired of waging a costly war an ocean away.



INFERRENTIAL—You read in the chapter that George Washington earned the nickname "Father of Our Country." What do you think "Father of Our Country" means? Why would people give Washington that title?

- » "Father of Our Country" means the person most responsible for creating the country. People likely gave Washington that title because without his leadership in the Revolutionary War, the Continental Army might not have won the war.

Timeline

- Show students the Chapter 20 Timeline image card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How does the chapter title explain the outcome of the American Revolution?”
- Post the image card of Yorktown beneath the date referencing the 1780s. Refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How does the chapter title explain the outcome of the American Revolution?”
 - » Key points students should cite include: The chapter title “The World Turned Upside Down” means that events did not turn out as expected. The British had the best army and navy in the world and a powerful empire. They were expected to win easily in a war against the colonists. Instead, the colonists—who did not have an organized army when the war began—won, defeating the greatest empire in the world at that time.
- Use the Core Vocabulary term (*half a crown*) in a written sentence.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 16–20 (RI.4.4, L.4.6)

30 MIN

Activity Page



AP 20.1

Copy and distribute Domain Vocabulary: Chapters 16–20 (AP 20.1), found in the Teacher resources section (pages 150 and 151) and direct students to complete the crossword puzzle using vocabulary terms they have learned in Chapters 16 through 20. Remind students that not all vocabulary terms listed in the box on the worksheet will be used. Students may also complete this activity page for homework.



Major Sites of the Revolutionary War (RI.4.7, W.4.2)

30 MIN

Activity Page



AP 20.2

Copy and distribute copies of “Major Sites of the Revolutionary War” (AP 20.2) found in the Teacher Resources section (pages 152 and 153). Read directions with the students out loud. Have students complete the worksheet independently or for homework.



The Father of Our Country (W.4.4)

30 MIN

Activity Page



AP 20.3

Students read in this chapter that George Washington earned the nickname “Father of Our Country.” Ask: What do you think “Father of Our Country” means? Why would people give Washington that title? Students may respond that he was one of the most important leaders during the American Revolution that helped the United States become a country.

Print sufficient copies of the AP 20.3 “The Father of Our Country” located on page 154 in the Teacher Resources section. Distribute copies of AP 20.3 as well as colored pencils or crayons to students. Read the directions with students out loud. Explain to students that baseball cards were once a popular way for people to learn about their favorite athletes. Tell students they will be making their own baseball card for George Washington. Remind students that both Washington’s qualities and his actions made him well respected throughout the colonies. Have students complete the activity page by identifying Washington’s home colony, the qualities of his character that made him a good leader in the colonies, and his achievements before and during the American Revolution. Have students draw an image of George Washington in the box provided. This activity page may also be completed for homework.

Teacher Resources

Unit Assessment: <i>The American Revolution</i>	132
Performance Task: <i>The American Revolution</i>	136
• Performance Task Scoring Rubric	138
• Performance Task Activity: <i>The American Revolution</i>	139
• <i>The American Revolution</i> Performance Task Notes Table	140
Activity Pages	
• World Map (AP 1.1)	141
• Map of the Thirteen Colonies (AP 1.2)	142
• Where Am I? (AP 1.3)	143
• Domain Vocabulary: Chapters 1–5 (AP 5.1)	146
• Domain Vocabulary: Chapters 6–10 (AP 10.1)	147
• The Fighting Around Boston (AP 13.1)	148
• Domain Vocabulary: Chapters 11–15 (AP 15.1)	149
• Domain Vocabulary: Chapters 16–20 (AP 20.1)	150
• Major Sites of the Revolutionary War (AP 20.2)	152
• The Father of Our Country (AP 20.3)	154
Answer Key: <i>The American Revolution</i>	155

The following fiction and nonfiction excerpts (Primary Source Documents) can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Nonfiction Excerpts

- “The Boston Massacre” as told by John Tudor (NFE 1)
- “The Boston Tea Party” as told by John Andrews (NFE 2)
- Patrick Henry: Give Me Liberty or Give Me Death (NFE 3)

- “The Battle of Lexington” as told by Jonas Clark (NFE 4)
- Selections from the Declaration of Independence (NFE 5)
- “John Paul Jones Refuses to Surrender” as told by Lieutenant Richard Dale (NFE 6)

Fiction Excerpts

- “Paul Revere’s Ride” by Henry Wadsworth Longfellow (FE 1)
- “Concord Hymn” by Ralph Waldo Emerson (FE 2)
- “Rip Van Winkle” by Washington Irving (FE 3)
- “The Legend of Sleepy Hollow” by Washington Irving (FE 4)

Unit Assessment: *The American Revolution*

A. Circle the letter of the best answer

1. A disagreement between the British and French over land along the Ohio River resulted in the _____.
 - a) French and Indian War
 - b) American Revolution
 - c) Battle of Saratoga
 - d) Boston Tea Party
2. During the French and Indian War,
 - a) the French defeated the Native Americans and gained new land.
 - b) John Paul Jones defeated the French.
 - c) the British defeated the French and gained new land.
 - d) the Native Americans were allies with the colonists.
3. _____ rode through Massachusetts towns warning people that the British army was marching to Concord.
 - a) Sam Adams
 - b) Paul Revere
 - c) Patrick Henry
 - d) George Washington
4. Some people who resisted the Stamp Act by boycotting British goods called themselves _____.
 - a) redcoats
 - b) Minutemen
 - c) immigrants
 - d) the Sons of Liberty
5. _____ was an African American man killed in the Boston Massacre.
 - a) Paul Revere
 - b) John Hancock
 - c) Crispus Attucks
 - d) Sam Adams
6. The American Revolution ended with the
 - a) British surrender at Yorktown.
 - b) American victory at Saratoga.
 - c) signing of the Declaration of Independence.
 - d) British victory at Charleston, South Carolina.

7. Colonists organized the Boston Tea Party to stop
- a) Parliament from passing the Tea Act.
 - b) Dutch merchants from smuggling tea.
 - c) British tea from being delivered to the colony.
 - d) Parliament from increasing the price of British tea.
8. The laws that took away Massachusetts's self-government, appointed a military governor for the colony, and required colonists to house British soldiers were part of the _____.
- a) Stamp Act
 - b) Proclamation of 1763
 - c) Townshend Acts
 - d) Intolerable Acts
9. The First Continental Congress issued _____ to the British government, stating that colonists were entitled to the rights of Englishmen.
- a) the Stamp Act
 - b) a Declaration of Rights
 - c) the Tea Act
 - d) the Constitution
10. The first shot of the American Revolution, also known as "the shot heard round the world," was fired at the Battle of _____.
- a) Bunker Hill
 - b) Brooklyn
 - c) Lexington
 - d) Trenton
11. The Continental Army lost almost half its men during the winter it spent camped at _____.
- a) Valley Forge
 - b) Yorktown
 - c) New York
 - d) Philadelphia
12. _____ convinced many of its readers that America should break away from England.
- a) *Poor Richard's Almanack*
 - b) The Declaration of Rights
 - c) The French and Indian War
 - d) *Common Sense*

13. The main author of the Declaration of Independence was _____.
a) Thomas Jefferson
b) George Washington
c) Benjamin Franklin
d) Thomas Paine
14. The woman who dressed in men's clothing and joined the Continental Army was _____.
a) Deborah Sampson
b) Molly Pitcher
c) Mary Hayes
d) Abigail Adams
15. Washington won his first great victory at _____.
a) Princeton
b) Trenton
c) Saratoga
d) Yorktown
16. Which individual was a great hero of the American navy?
a) Benedict Arnold
b) John Burgoyne
c) John Paul Jones
d) Marquis de Lafayette
17. Which individual helped train American soldiers at Valley Forge?
a) Marquis de Lafayette
b) Baron von Steuben
c) John Paul Jones
d) General Rochambeau

B. Match the following vocabulary terms with their definition. Write the correct letter on the line.

- a) “taxation without representation” _____ 18. the idea that American colonists did not have a say in the English Parliament, which enacted taxes without their consent.
- b) scarce _____ 19. a person living in the colonies who did not support the American cause and remained loyal to Great Britain
- c) mercenary _____ 20. a person who supported the cause of the colonists during the American Revolution
- d) stockpile _____ 21. breaking the rules on purpose
- e) treason _____ 22. a soldier from one country paid to fight for another country
- f) defiant _____ 23. disloyalty to a country by helping an enemy
- g) Patriot _____ 24. a large amount of something being stored for future use
- h) Loyalist _____ 25. in short supply; not having enough

Performance Task: *The American Revolution*

Teacher Directions: Ask students to write a brief essay that explains the conditions and events that helped to unify the colonies leading up to and during the American Revolution. Encourage students to use their Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to write three to five specific examples of conditions and events that encouraged unity to use as the basis of their essay.

Topic	Evidence of conditions and events that helped to unify the colonies leading up to and during the American Revolution
Immigration to the Colonies	<ul style="list-style-type: none">Increased number of immigrants moved to the colonies from other countries. These immigrants brought unique customs with them to their new homes.As contact between colonies and colonists increased as a result of increased trade and improved roads and communication, the colonists shared their ideas and customs with one another.
French and Indian War	<ul style="list-style-type: none">British colonists supported the war effort and participated in key battles.Britain's monetary problems following the war planted the seed for increased unity; the Proclamation of 1763 prevented colonists from settling west of the Appalachians. This was the first key event that fostered discontent and consensus among the colonies.
Acts by Parliament and Great Britain	<ul style="list-style-type: none">Parliament passed a number of acts that frustrated the colonists; the concept of "taxation without representation" became a rallying point.Stamp ActTownshend ActsTea ActIntolerable ActsBoston Massacre

Response of the Colonists	<ul style="list-style-type: none"> The Sons and Daughters of Liberty organized boycotts on British goods in protest. They kept morale high and made it possible for the boycotts to continue. The Committees of Correspondence started by Sam Adams spread news and ideas through the colonies. The Boston Tea Party led to passage of the Intolerable Acts. The Colonies rallied behind Massachusetts and helped the people living there in any way they could. The First and Second Continental Congress brought delegates from most colonies together to discuss key issues that impacted them all.
Common Sense and the Declaration of Independence	<ul style="list-style-type: none"> Thomas Paine's <i>Common Sense</i> was written anonymously from the perspective of "an Englishman." Paine's plain speech and directness appealed to the colonists and swayed many people to believe that independence from Great Britain was a smart decision. The Declaration of Independence became a rallying document for the colonists. It expressed their anger toward Britain and was a unifying act between the colonies.
American Revolution	<ul style="list-style-type: none"> Although the Americans lost the Battle of Lexington and Concord, they were able to inflict heavy casualties on the British troops, which boosted morale. The Continental Army was unable to hold Breed's Hill during the Battle of Bunker Hill, but their stamina and willingness to take on the British army were signs of their courage and dedication to the cause. Washington's victories at the Battle of Trenton and the Battle of Princeton were instrumental in boosting American morale. An American victory at Saratoga encouraged the French to enter the conflict on the side of the Americans, making an American victory possible. The Continental Army won the Battle of Yorktown and ultimately forced Cornwallis to surrender.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their written essays, using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their written responses.

Above Average	Response is accurate, detailed, and persuasive. The student clearly explains conditions and events that helped unify the colonies leading up to and during the American Revolution. The student demonstrates exceptional background knowledge of historical events. The writing is clearly articulated and focused and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The student demonstrates sufficient background knowledge of historical events. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The student demonstrates some background knowledge of historical events. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of historical events. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Performance Task Activity: *The American Revolution*

Name _____

Date _____

What conditions or events helped to unify the colonies before and during the American Revolution? Give three to five specific examples to support your response.

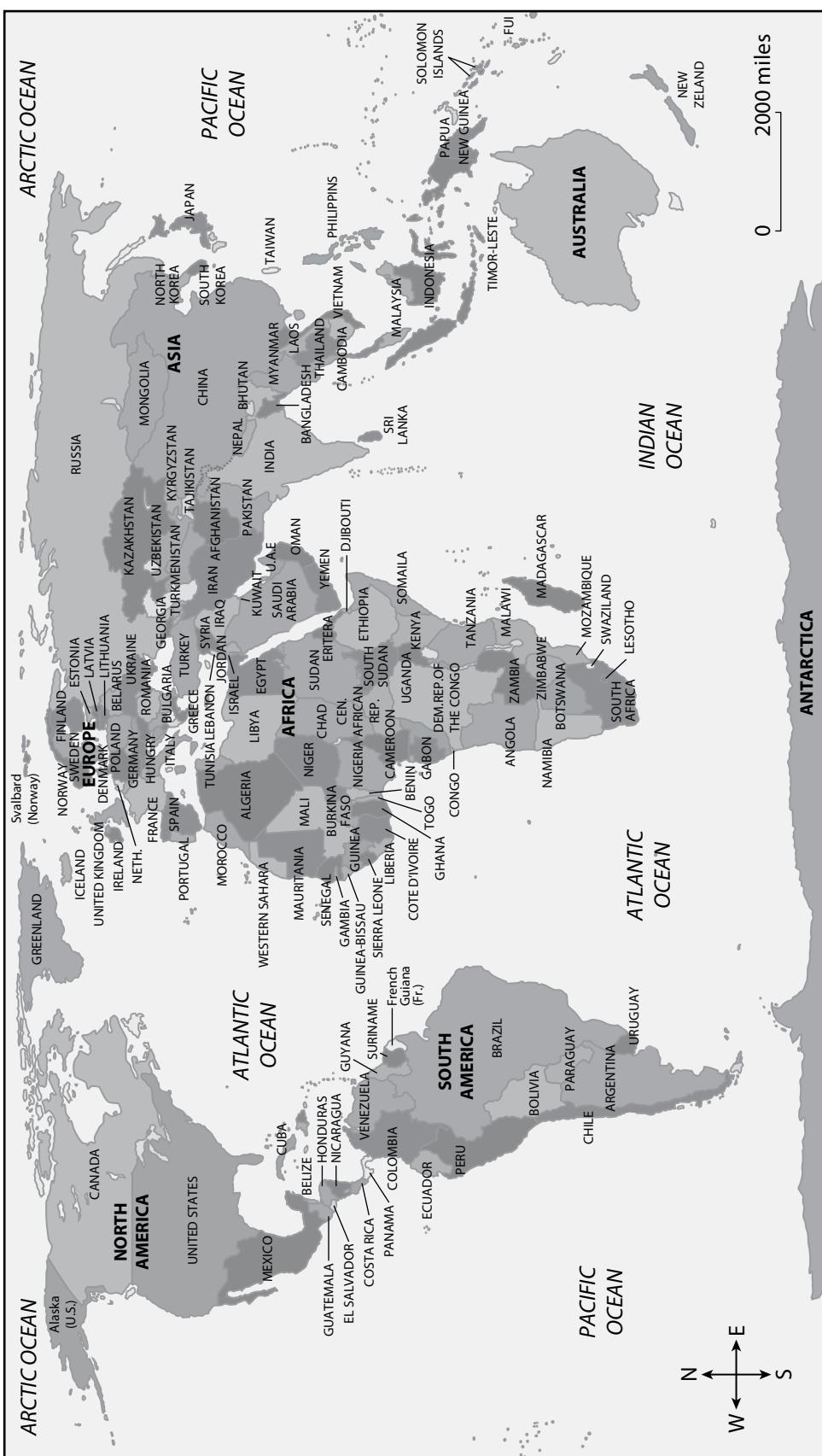
Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *The American Revolution*.

The American Revolution Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to the chapters in *The American Revolution*. You do not need to complete the entire table to write your essay, but you should try to have three to five specific examples of conditions or events that created unity between the colonies.

Topic	Evidence of conditions and events that helped to unify the colonies leading up to and during the American Revolution
Immigration to the Colonies	
French and Indian War	
Acts by Parliament and Great Britain	<ul style="list-style-type: none">• Parliament passed a number of acts that frustrated the colonists.
Response of the Colonists	
Common Sense and the Declaration of Independence	
American Revolution	<ul style="list-style-type: none">• Although the Americans lost the Battle of Lexington and Concord, they were able to inflict heavy casualties on the British troops, which boosted morale.

Date



Name _____

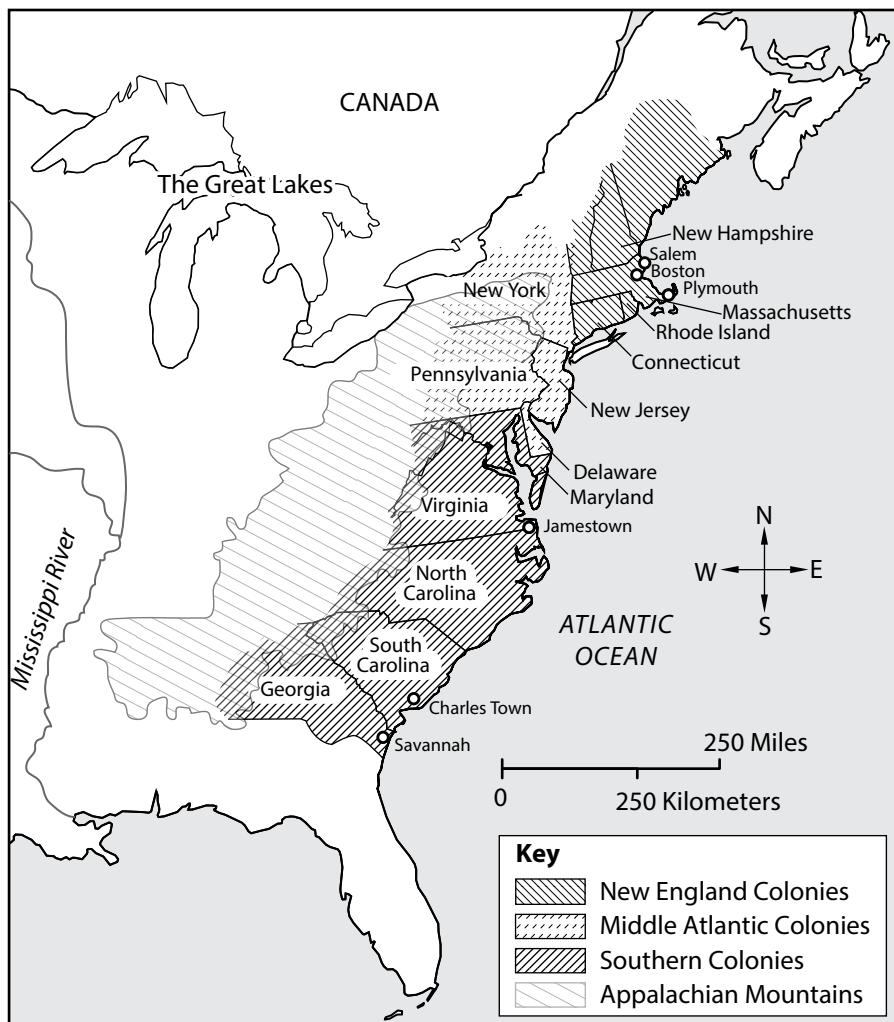
Date _____

Activity Page 1.2: Map of the Thirteen Colonies

Use with Chapter 1

Review the information included in the map key. Color the New England colonies red, the Middle Atlantic colonies green, and the Southern colonies yellow. Color the Atlantic Ocean blue and the area not yet settled by the English brown or gray. Study the names and the locations of the colonies, as well as the other geographical features, such as the Atlantic Ocean, the Appalachian Mountains, the Mississippi River, the Great Lakes, and Canada. Then use the map to complete the chart below.

Map of the Thirteen Colonies



New England Colonies	Middle Atlantic Colonies	Southern Colonies
Massachusetts	New Jersey	Virginia
Connecticut	Pennsylvania	Georgia

Name _____

Date _____

Activity Page 1.3: Where Am I?

Use with Chapter 1

New England

- Long, cold, snowy winters.
- Short, warm summers.
- Rocky and sandy soil.
- The climate and the terrain made it difficult to farm and grow crops.
- Instead of large farms, New Englanders relied on subsistence farming for survival. They grew as much as they needed to survive.
- Main crops included vegetables, apples, and sometimes grains. Oats were grown to feed livestock.
- New England's forests made it possible for the shipbuilding industry to thrive. New England shipbuilding helped increase international trade.
- Some New England ships were used for the transatlantic slave trade.
- People living on the coast fished for cod, lobster, and other shellfish. Fish was New England's most important export.

Name _____

Date _____

Activity Page 1.3: Where Am I?

Use with Chapter 1

Middle Atlantic Colonies

- More moderate climate than New England.
- Milder, shorter winters.
- Long growing season between the spring, summer, and early fall.
- Fertile soil.
- The Middle Atlantic colonies grew wheat, oats, and corn as well as fruits and vegetables.
- Most farms were owned by a single family. Some farms were very large and employed tenant farmers.
- The average farm was one hundred acres in the Pennsylvania colony.
- Land was relatively inexpensive for people who wished to farm in the area.

Name _____

Date _____

Activity Page 1.3: Where Am I?

Use with Chapter 1

Southern Colonies

- Warm climate, significant rainfall.
- Fertile soil and long growing season.
- Southern farmers grew large amounts of crops and raised livestock.
- Cash crops such as tobacco, rice, indigo, and cotton supported the Southern economy.
- Cash crops required large amounts of land and workers to be profitable. Large farms where cash crops are grown are called plantations.
- Over time, plantations stopped relying on indentured servants for labor and looked to enslaved Africans instead.
- Some small farmers were subsistence farmers that grew enough to survive.

Name _____ Date _____

Activity Page 5.1: Domain Vocabulary: Chapters 1–5

Use with Chapters 1–5

Choose words from the box to complete the sentences. You will not use all the words.

immigrants	colony	frontier	migrate	trade	merchant
disease	enslave	herb	plantation	empire	self-government
Congress	tax	assemblies	citizen	ally	representatives
militia	fort	general	governor	parade	independence
colonel	advance	peace treaty	prime minister	custom	English Parliament

1. Living on the _____, settlers often borrowed ideas and traditions from other groups, such as building log cabins.
2. Men who joined the _____ were volunteers, mostly farmers with no fighting experience.
3. A common _____ of Swedish _____ was to build log cabins.
4. To end the French and Indian War, France and Great Britain signed a _____.
5. _____ William Pitt committed money and troops to winning the war against France and then wanted colonists to help pay for it all.
6. George Washington and his men built their _____ on low ground to help defend against the French.
7. Colonists elected their own _____ to serve in _____ that made laws for the colonies.
8. The Delaware, a Native American tribe, were an important _____ to the French during the French and Indian War.
9. General Braddock and his troops marched through the woods in their bright uniforms as if they were on _____.
10. King George III's vast _____ was often difficult to control because his subjects were so far away.

Name _____ Date _____

Activity Page 10.1: Domain Vocabulary: Chapters 6–10 Use with Chapters 6–10

Use the clues to answer the riddles below. You will not use all the words.

proclamation	import	tax collector	molasses	boycott	Patriot
course of action	taxation without representation		repeal	resistance	
harbor	manufacturer	massacre	silversmith	engraving	committee
quill pen	oppose	intolerable	resist		

1. I take money from the citizens to give to the government. Who am I?

2. I make goods that other people buy. I am a _____.

3. I am a body of water where ships can dock. What am I?

4. I am a supporter of the American cause. That makes me a _____.

5. I am dark brown, syrupy, and sweet. I am _____.

6. I am annoying, awful, and unbearable. In other words, you could say that I am _____.

7. I announce important, official information to the public. What am I?

8. Dipped in ink, I was used to write and sign papers in colonial times. What am I?

9. I work with silver, to make different objects. Who am I?

10. Carved into a hard surface, I can be used to make prints. That makes me an _____.

Name _____

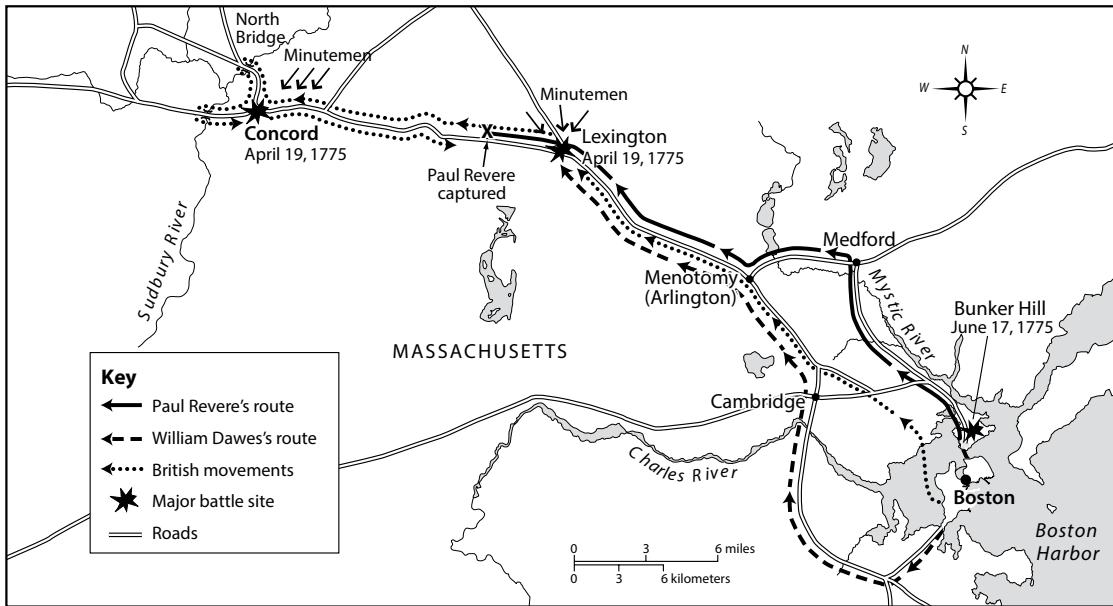
Date _____

Activity Page 13.1: The Fighting Around Boston

Use with Chapter 13

Study the map. Use it answer the questions below.

The Fighting Around Boston



1. How many battle sites does the map show? _____
2. Where did the last of these battles occur? _____
3. When did the battles in Lexington and Concord occur? _____
4. What were the volunteer soldiers who fought the British called?

5. Using map scale, estimate the distances of Revere's and Dawes's routes.

6. Why would a hill be strategically important as a position of power?

Name _____ Date _____

Activity Page 15.1: Domain Vocabulary: Chapters 11–15

Use Chapters 11–15

Use the words in the box to complete the sentences below. You will not use all the words.

Supreme Court	declaration	resolution	defiant	brethren
Minutemen	"kill two birds with one stone"		redcoats	village green
stockpile	unfurl	petition	policy	trench
Loyalist	pamphlet	endow	institute	revolution
regiment				ammunition
				mercenaries

1. The American _____ gathered on the _____ in the center of the town to wait for the British soldiers, who were nicknamed _____.
2. The British marched to Concord to destroy the colonists' _____ of supplies.
3. Patrick Henry considered other Virginians to be more than just friends; he thought of them as his _____.
4. The Second Continental Congress wrote a _____ explaining why the colonies were separating from Great Britain.
5. In addition to their regular army and Loyalist soldiers, the British paid _____ to fight on their side during the American Revolution.
6. Delegates at the Second Continental Congress decided to send a _____ to King George III asking him to respect their rights as Englishmen.
7. The opposite of a Patriot is a _____.
8. *Common Sense* was a popular _____ written by Thomas Paine.
9. The colonists dug a _____ so they could duck for cover when the British fired.
10. King George III and Parliament believed that the colonists' refusal to pay the tea tax was _____.

Name _____

Date _____

Activity Page 20.1: Domain Vocabulary Chapters 16–20 Use with Chapters 16–20**Use the clues to complete the crossword puzzles using the words from the box.**

German state	rebels	naval fleet	"turn of events"	forage
scarce	exposure	character	drills	aide
swamps	guerrilla warfare	company	naval battle	treason
half a crown	tributaries			

Across

3. Great Britain paid mercenaries from the _____ of Hesse to fight for them during the American Revolution.
5. Soldiers at Valley Forge struggled to find enough _____ to survive.
9. Food, clothing, and supplies were _____ during the winter at Valley Forge.
12. The little girl paid _____ for a yard of cloth.
13. The _____ that fed into the Ohio River were important in both the French and Indian War and the American Revolution.
14. George Washington led a _____ of eighty men into battle.
15. Many soldiers died from _____ while camped at Valley Forge.
16. The Battle of Saratoga represents a _____ because it convinced the French to enter the American Revolution.

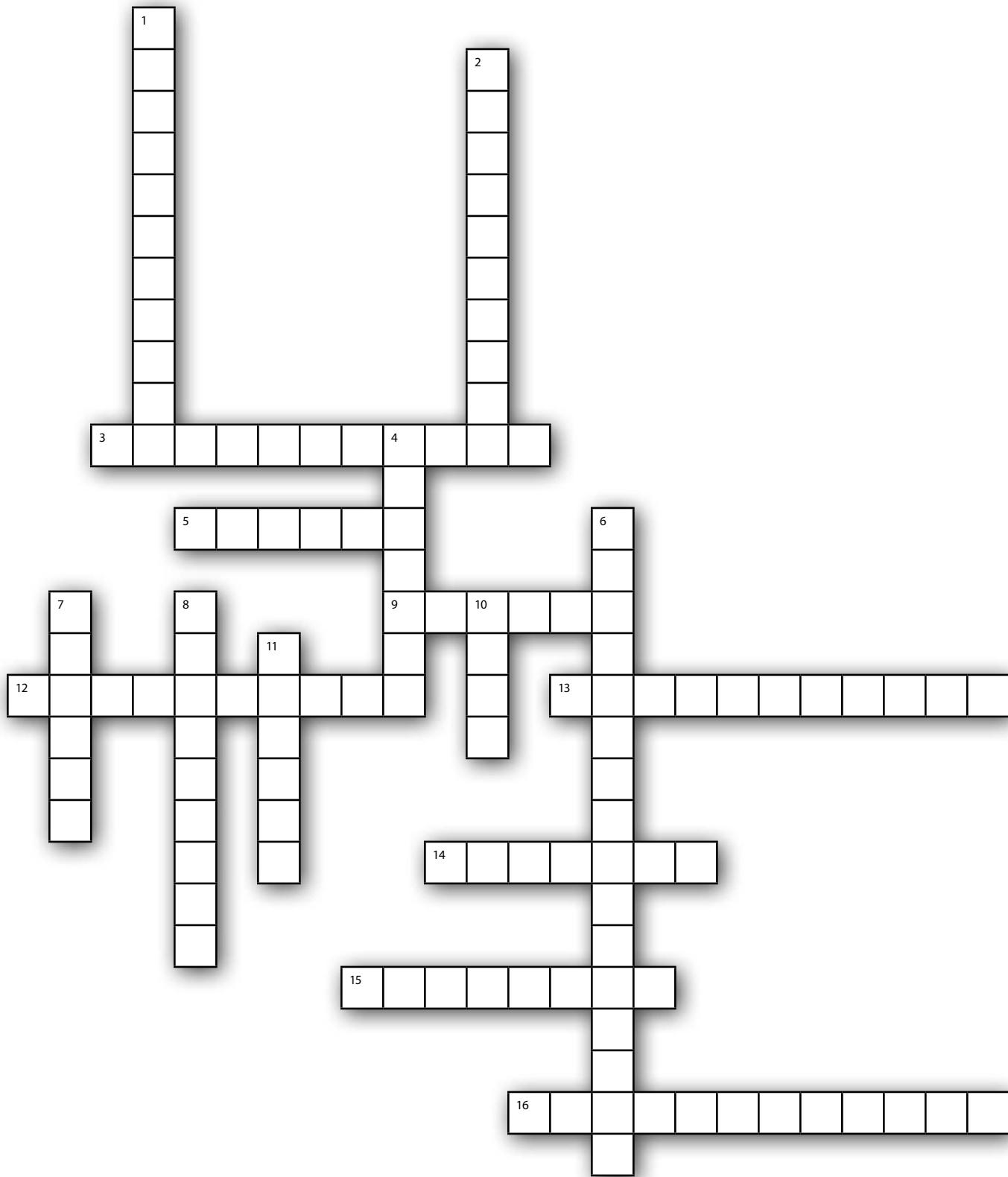
Down

1. The Americans won an important _____ when the *Bonhomme Richard* defeated the *Serapis*.
2. The French _____ prevented the British navy from coming to Cornwallis's aid at Yorktown.
4. Benedict Arnold was guilty of _____ when he shared Patriot secrets with the British.
6. The Americans used _____ to quickly ambush the British before disappearing into the woods.
7. In the Southern colonies, the Patriots set up secret bases in the _____ of South Carolina.
8. George Washington was known throughout the colonies for the quality of his _____.
10. The Marquis de Lafayette became an _____, or trusted assistant, to George Washington.
11. Baron von Steuben taught the Patriots at Valley Forge how to be soldiers by conducting _____.

Name _____

Date _____

Activity Page 20.1: Domain Vocabulary: Chapters 16–20 Use with Chapters 16–20



Name _____

Date _____

Activity Page 20.2: Major Sites of the Revolutionary War Use with Chapter 20

**Study the map. It shows where some of the Revolutionary War battles were fought.
Use the map to answer the questions that follow.**

Major Sites of the Revolutionary War



Name _____ Date _____

Activity Page 20.2: Major Sites of the Revolutionary War

Use with Chapter 20

- Where were the sites from the three major battles that took place near Boston, Massachusetts, at the beginning of the Revolutionary War?

- When did the Battle of Saratoga take place?

- In what small town northwest of Philadelphia did the Continental Army spend the winter of 1777–1778?

- What map symbol is used to indicate the routes taken by British forces?

- About how many miles (as the crow flies) did Cornwallis's troops have to cover when they marched north from Wilmington, North Carolina, to the outskirts of Yorktown, Virginia?

- What feature on the map helps you figure out the distance between two or more points?

- Which two cities did the Continental Army approach via the water?

- Where did the last major battle of the Revolutionary War take place from October 6 through 19, 1781?

Name _____

Date _____

Activity Page 20.3: The Father of Our Country

Use with Chapter 20

George Washington is considered the “Father of Our Country” for many reasons. Create a baseball card for George Washington that details all of the “stats” that helped make him the “Father of Our Country.” Include details about Washington’s character and personality, as well as his major accomplishments before and during the American Revolution. Draw an illustration of George Washington in the box provided.



George Washington

Birthday: February 22, 1732

Home Colony: _____

Character: _____

Achievements Before the American Revolution: _____

Achievements During the American Revolution: _____

Answer Key: *The American Revolution*

Unit Assessment

1. a 2. c 3. b 4. d 5. c 6. a 7. c 8. d 9. b 10. c 11. a
12. d 13. a 14. a 15. b 16. c 17. b 18. a 19. h 20. g
21. f 22. c 23. e 24. d 25. b (pages 132–135)

Activity Pages

Map of the Thirteen Colonies (AP 1.2) (page 142)

New England Colonies: Rhode Island, Vermont
Middle Atlantic Colonies: New York, Delaware
Southern Colonies: North Carolina, South Carolina, Maryland

Domain Vocabulary Chapters 1–5 (AP 5.1) (page 146)

1. frontier
2. militia
3. custom, immigrants
4. peace treaty
5. prime minister
6. fort
7. representatives, assemblies
8. ally
9. parade
10. empire

Domain Vocabulary Chapters 6–10 (AP 10.1) (page 147)

1. tax collector
2. manufacturer
3. harbor
4. Patriot
5. molasses
6. intolerable
7. proclamation
8. quill pen
9. silversmith
10. engraving

The Fighting Around Boston (AP 13.1) (page 148)

1. three
2. Bunker Hill
3. April 19, 1775
4. Minutemen
5. Revere: 39 miles (63 km), Dawes: 51 miles (82 km)
6. Answers may vary. Possible answer: The top of a hill would provide a good view, and it would be harder for the enemy troops to move up the hillside.

Domain Vocabulary Chapters 11–15 (AP 15.1) (page 149)

1. Minutemen, village green, redcoats
2. stockpile
3. brethren
4. declaration
5. mercenaries
6. petition
7. Loyalist
8. pamphlet
9. trench
10. defiant

Domain Vocabulary Chapters 16–20 (AP 20.1) (pages 150, 151)

Across

3. German state
5. forage
9. scarce
12. half a crown
13. tributaries
14. company
15. exposure
16. turn of events

Down

1. naval battle
2. naval fleet
4. treason
6. guerrilla warfare
7. swamps
8. character
10. aide
11. drills

Major Sites of the Revolutionary War (AP 20.2) (pages 152, 153)

1. Bunker Hill, Lexington, Concord
2. October 17, 1777
3. Valley Forge
4. a dotted line with arrows
5. about 200 miles (320 km)

6. the scale

7. Yorktown and Savannah
8. Yorktown, Virginia

The Father of Our Country (AP 20.3) (page 154)

Home Colony: Virginia

Character: Answers may vary. Possible answers: patient, caring, trustworthy, respectable, true to his word, honest, reliable, regimented, disciplined

Achievements Before the American Revolution: fought in the French and Indian War, member of the House of Burgesses

Achievements during the American Revolution: commander in chief of Continental Army, won the Battle of Trenton and the Battle of Princeton, helped his troops get through the winter at Valley Forge, forced Cornwallis to surrender at the Battle of Yorktown



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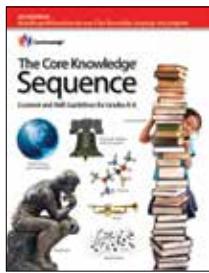
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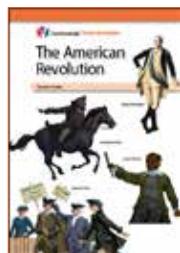
The American Revolution

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