The American Revolutionary War Unit

Mrs. C's Classroom
Introduction

The American Revolutionary War Unit consists of reading passages, worksheets, reference pages, activities, games, coloring pages, images/pictures, and vocabulary words for a word wall. There is an abundance of information included with the unit. There are many factual and interesting pages included in this unit that tell the story of this important historical war. The unit begins with the French and Indian War and ends with the Treaty of Paris. In between, all major events are included. The included Table of Contents lists all pages and activities that make up the unit.

One section of the American Revolutionary War Unit is a Literature and The Revolutionary War section. Although there are suggestions of books to use in this section, many of the activities can be completed without reading the recommended books. The books are not included with this unit. They are only suggested as books that might be useful and interesting during the study of the Revolutionary War. The books are quite popular and your media center may have them sitting on their shelves.

Answer Keys: Many of the pages and activities have answer keys. There are a few pages that contain constructive responses, where students explain their answers and multiple answers may be given. These pages do not contain answer keys. The graphic organizers that allow students to think and explain or list answers will not have answer keys either. Check the included Table of Contents for pages with answer keys.

I hope you and your students enjoy the pages and activities in this American Revolutionary War Unit. This piece of history is absolutely one of my favorite periods, and I truly enjoyed the experience of creating this unit to help tell the story of the American colonists struggle against the British!

Lisa
Table of Contents (page 1 of 2)

(The pages are not numbered but the Table of Contents lists the materials that are included in this unit and the order they are presented.)
Answer keys are included on pages that are applicable.

- The Result of the French and Indian War reading passage
- The Result of the French and Indian War questions (with answer key)
- KWDL Chart
- Hear Ye! Hear Ye! No Taxation Without Representation
- Time Line: Events Leading Up to the Revolutionary War - banners
- Time Line: Handout to glue on the time line banners (with answer key)
- Events Leading Up to the Revolutionary War graphic organizer
- Reaction to the Taxes (with answer key)
- The Boston Massacre (with answer key)
- Key Events on the Road to Revolution chart
- Committees of Correspondence (with answer key)
- The Boston Tea Party (with answer key)
- Loyalist; Patriot; or Neutral (with answer key)
- Letters Home - writing from a colonist's point of view
- The British Weekly - writing from a British point of view
- Events Leading to the Revolutionary War - Card Sort (with answer key)
- All the King's Taxes simulation activity - includes direction's page, title cards, tax cards, the king's coins, and collection box for the tax collector
- All the King's Taxes - use after the simulation
- First Continental Congress - (with answer key)
- Key Battles of the American Revolution reference page
- Lexington and Concord - reading passage
- Lexington and Concord - illustrate a scene
- The Second Continental Congress (with answer key)
- The Battle of Bunker Hill - reading passage
- The Battle of Bunker Hill - graphic organizer - (with partial answer key)
- Continental army vs. British army - reading passage
- Advantages and Disadvantages (Continental army and British army) graphic organizer
- George Washington/Commander of the Continental Army
- Common Sense/Thomas Paine
- Writing the Declaration of Independence (with answer key)
- Writing the Declaration of Independence - the 4 parts
- Women and the Revolution
- Which Side? (Native Americans and Africans)
- Battle of Trenton/Crossing the Delaware River (with answer key)
- The Winter at Valley Forge
- Recipe for Hard Tack
- Battle of Saratoga (with answer key)
- Benedict Arnold (with answer key)
- Battle of Yorktown (with answer key)
- Major Battles of the Revolutionary War - Memory Card Game (with answer key)
Table of Contents (page 2 of 2)

- Treaty of Paris (with answer key)
- Sequencing Events – cut and paste (with answer key)
- Putting Events in Order (use with Sequencing Events page)
- Stars of the Revolution - includes 13 pages of major people of the revolutionary war to research
- Putting Events in Order (use with Sequencing Events page) (with answer key)
- Stars of the Revolution - includes 13 pages of major people of the revolutionary war to research
- The Revolutionary War Who Has, I Have...Activity - includes directions and cards (The uncut original pages can be used as an answer key.)
- Revolutionary Road Board Game - includes directions, cards and answer key
- American Revolutionary War - Task Cards - includes directions, task cards, recording sheet, and answer key

The next section is labeled Literature and the Revolutionary War. Although there are suggestions of books to use in this section, many of the activities can be completed without reading the recommended books. The books are not included in this unit. They are only suggested as books that might be useful and interesting during the unit:

- George vs. George - introduction to the book
- George vs. George - Venn diagram (compare/contrast)
- George vs. George - illustrate a battle in the Revolutionary War
- Will You Sign Here, John Hancock - introduction to the book
- WANTED poster
- Can’t You Make Them Behave, King George? - introduction to the book
- Can’t You Make Them Behave, King George? - What do I Know About King George III?
- Can’t You Make Them Behave, King George? - rules of a good king
- Revolutionary War on Wednesday - introduction to the book
- Revolutionary War on Wednesday - illustrate scene with four errors
- Revolutionary War on Wednesday - explain the four errors
- George Washington - biography graphic organizer
- What’s the Big Idea, Ben Franklin & Ben Franklin and the Magic Squares - introduction page
- Magic Squares (with answer key)
- What a Bright Idea
- American Revolutionary Coloring Pages - 12 pages
- American Revolutionary War ASSESSMENT (with answer key)
- Portraits of the American Revolutionary War - 9 images
- Revolutionary War Vocabulary Cards - in alphabetical order/ with topic labels

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The Result of the French and Indian War

In 1753, the French that were located in Canada, began building forts on lands in the Ohio River Valley that were claimed by both Britain and France. The colonists, who were still considered British colonists, viewed this movement by the French as an attack.

The fighting began in 1754. Both France and the British colonists had the help of Native American allies, or friends in war. However, the British colonists could not fight off the French troops and their Native American allies with only the help of their own Native American allies. The British army was sent from England to the colonies to help them fight the French. This war was called the French and Indian War. With the help of their Native American allies and the British army, the colonists defeated the French in 1763.

When the war ended, the British gained French lands in North America between the Appalachian Mountains and the Mississippi River. Colonists were eager to settle on these new western lands.

With the end of the war came the question of who was to pay for the cost of the war and for the British soldiers that were needed to protect the newly won lands. British citizens were already being heavily taxed in England. They didn’t think it was fair that they should pay for the cost of a war that happened in North America and didn’t involve them. The king of England, King George III, and Parliament, (British government), decided the British colonists living in North America should help pay for part of the cost of the French and Indian War, and for the soldiers that were being kept there to protect the new lands.

Although they agreed to the plan, the colonists were angry. King George III was not yet finished with the British colonies though. He ordered the colonists to stop settling the western land that was won from the French. In addition, colonists who had already settled in the western lands were ordered to leave immediately. This order was called the Proclamation of 1763. This proclamation reserved the western lands for the Native Americans as part of their hunting grounds. It was the hope of King George III this proclamation would prevent more wars between the colonists and the Native Americans.

Things continued to get worse for the colonists. The king also gave his British colonial governors even greater control over the them. Each day the colonists were reminded that they must obey laws being made in England. Needless to say, most colonists were furious over these changes.
The Result of the French and Indian War

1. What was the cause of the French and Indian War?

___________________________________________________________________________________
___________________________________________________________________________________

2. Who helped the British colonists win the war against the French?

___________________________________________________________________________________

3. What was the Proclamation of 1763 and how did it affect the British colonists?

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4. Name 3 reasons the colonists became angry with the British government and with King George III.

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5. What do you think? Do you think the British colonists should have helped pay for the French and Indian War? Why or why not?

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___________________________________________________________________________________
1. What was the cause of the French and Indian War?
The French began building forts on lands in the Ohio River valley that were claimed by both Britain and France.

2. Who helped the British colonists win the war against the French?
The Native American allies and the British army

3. What was the Proclamation of 1763 and how did it affect the British colonists?
The Proclamation of 1763 was an order that reserved the lands won in the French and Indian War for the Native Americans as their hunting grounds. King George III hoped this would prevent more wars between the colonists and the Native Americans. The proclamation ordered all British colonists that had settled in the western lands to leave immediately.

4. Name 3 reasons the colonists became angry with the British government and with King George III.
1. Taxes to help pay for the French and Indian War
2. Closing off the western lands from the colonists and ordering the colonists already living there to leave immediately
3. Giving British colonial governors greater control of the colonists

5. What do you think? Do you think the British colonists should have helped pay for the French and Indian War? Why or why not?
Answers will vary.
# KWL Chart

**Revolutionary War**

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Find Out</th>
<th>What I Have Learned</th>
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<tbody>
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### Sugar Act - 1764
When Parliament decided the colonists should help pay for the French and Indian War, England placed a tax on many goods coming to the colonists from other places. The colonists were taxed on many imports, not simply sugar.

### Stamp Act - 1765
The purpose of this tax was to raise money to support the soldiers living in the colonies. Almost everything written or printed on paper in the colonies had to have a special stamp on it to show that a tax had been paid.

### Quartering Act 1765
This act forced colonists to provide housing, food, and other supplies to over 9,000 British soldiers living in the 13 colonies. Colonists did not believe the claim that soldiers were protecting the lands won in the French and Indian War, while living on the coast.

### Townsend Acts 1767
This act affected trade in the colonies. Taxes were placed on lead, glass, paint, and tea passing through colonial ports. The colonists reacted by boycotting products. They also tarred and feathered the British tax collectors.

### Tea Act - 1773
This law allowed the British East India Company to sell tea in the colonies for a very low price. This hurt the colonial merchants who could not compete with the low prices, and colonists still had to pay a tax on the tea.

### Intolerable Acts 1774
The Intolerable Acts is a series of laws which Parliament and King George III enforced in the colonies after the Boston Tea Party. One of the laws closed Boston Harbor until all money from the tea that was dumped was paid back.

1. What does taxation without representation mean? 

2. Which of the 6 acts (laws) do you feel is the most unjust. Explain your answer.
(Events Leading Up to the Revolutionary War)

Directions: Complete each banner. Cut out the banners and glue each to the correct space on the blank handout. Time Line. When finished the banners will make a time line of the events studied so far that lead up to the Revolutionary War:

Stamp Act
Date __________

French / Indian War
Date __________

Quartering Act
Date __________

Sugar Act
Date __________

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Time Line

Events leading up to the Revolutionary War
### Answer Key
(Events Leading Up to the Revolutionary War)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>Stamp Act</td>
<td>1765</td>
<td>Almost everything printed or written on paper had to have a special stamp on it to show that a tax had been paid.</td>
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<tr>
<td></td>
<td></td>
<td>Examples of items that were taxed: newspapers, legal document, playing cards</td>
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<tr>
<td>French / Indian War</td>
<td>1754-1763</td>
<td>The British army helped the colonists win a war against France and its Native allies. After the war, King George made new rules for the colonists and began taxing them to help pay for the war.</td>
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<tr>
<td>Quartering Act</td>
<td>1765</td>
<td>The colonists in Boston were forced to house and feed over 9,000 British soldiers who were staying in their city.</td>
</tr>
<tr>
<td>Sugar Act</td>
<td>1764</td>
<td>A tax placed on goods coming from other countries. Sugar was not the only import taxed. Items such as lead, paint, molasses, and tea were also taxed.</td>
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**Events Leading Up to the Revolutionary War**

**An Important Event**

<table>
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<tr>
<th>When?</th>
<th>Why was this event important?</th>
<th>This event is similar to...</th>
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<td>Where?</td>
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<table>
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<tr>
<th>What was the cause?</th>
<th>What was the effect?</th>
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**Viewpoint of the Colonists**

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**Viewpoint of Parliament**

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Reaction to the Taxes

The colonists felt the taxes that were being forced upon them were unfair. Many colonists were angry that they had no representation in Parliament where the taxes were decided. They wanted a say in what law or taxes they received. The colonists began using the slogan, “No taxation without representation!” Parliament reacted by saying that anyone who spoke out against the British government should be thrown in prison. The angry colonists began protesting in different ways. Some of these ways were peaceful and some were more violent.

Some colonists wrote letters to Parliament complaining about the laws. Public meetings were held and petitions, requests signed by many people, were sent to Parliament and King George III. Boycotting was another peaceful protest. Boycotting meant the colonists refused to buy any British goods.

Some colonies sent representatives to ask Parliament to consider allowing the colonists to be represented in the British government. Benjamin Franklin was among those men sent to ask Parliament for representation for the colonists. Parliament did not listen to these requests.

A secret organization, the Sons of Liberty, was formed in Boston. The Sons of Liberty were so popular that within a year there was a Sons of Liberty group in every colony. The Sons of Liberty often used violence to protest the taxes. The Sons of Liberty would not allow goods from British ships to be unloaded. This group also threatened and committed violence against British tax collectors.

1. Name 3 ways that colonists protested in peaceful ways.
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

2. What was the name of the group of colonists that used violent activities to show their anger about the taxes being forced on them by Parliament?
   ___________________________________________________________________

3. If you were a colonist, which type of protest would you have chosen? Why?
   ___________________________________________________________________
   ___________________________________________________________________
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1. Name 3 ways that colonists protested in peaceful ways.
   - Writing letters to Parliament
   - Public meetings
   - Petitions
   - Boycotting
   - Sending representatives to talk to Parliament

2. What was the name of the group of colonists that used violent activities to show their anger about the taxes being forced on them by Parliament?
   - Sons of Liberty

3. If you were a colonist, which type of protest would you have chosen? Why?
   - Answers will vary
The Boston Massacre (1770)

Many colonists did not approve of King George III sending troops to Boston, even though the king declared it was to protect the British lands which were won during the French and Indian War. The colonists could not understand why the king would have troops on the coastline in Boston instead of on the lands they were supposedly protecting. Many thought the king had placed the troops in Boston to keep an eye on the colonists instead. The colonists were angry about having British troops in their city. They called the soldiers “bloody backs,” “lobster backs,” and “redcoats.”

The bitterness between the colonists and the British soldiers grew stronger. One evening on March 5, 1770, a mob of people gathered around several British soldiers, shouting insults and throwing stones and snowballs at them. Shots were fired into the angry crowd, killing five colonial people. Among the dead was a 47 year old runaway slave named Crispus Attucks. Crispus Attucks was the very first person to be killed in the war for independence. This event in Boston was known as the Boston Massacre and soon led to other acts of violence.

1. What was the main reason the colonists were so angry in 1770?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. What explanation did King George III give for sending British troops to Boston? ___________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. What explanation did many colonists give for British troops living in their city? ___________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

4. How many people were killed during the Boston Massacre? _____________

5. Who was Crispus Attucks? Why is his death important?
_____________________________________________________________________________
_____________________________________________________________________________
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1. What was the main reason the colonists were so angry in 1770?
   
   Answers vary. Answers should contain information about how many colonists did not like the British soldiers living among them in Boston.

2. What explanation did King George III give for sending British troops to Boston?
   
   King George III claimed he sent the British troops to Boston to help protect British lands won in the French and Indian war.

3. What explanation did many colonists give for British troops living in their city?
   
   Many colonists believed King George III placed the troops in Boston to keep the citizens of the city under control. The king wanted to keep an eye on them.

4. How many people were killed during the Boston Massacre? 5

5. Who was Crispus Attucks? Why is his death important?
   
   Crispus Attucks was a runaway slave. He is important because he was the first to lose his life during the revolution.
# Key Events on the Road to Revolution

<table>
<thead>
<tr>
<th>Event</th>
<th>How did the event affect the colonists?</th>
<th>How did the colonists react to the event?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proclamation of 1763</td>
<td></td>
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</tr>
<tr>
<td>Sugar Act - 1764</td>
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<tr>
<td>Quartering Act - 1765</td>
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<td></td>
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<tr>
<td>Stamp Act - 1765</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston Massacre - 1770</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea Act - 1773</td>
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<tr>
<td>Intolerable Acts - 1774</td>
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</tbody>
</table>
Committees of Correspondence

It was not easy for the leaders in the 13 colonies to work or communicate easily together. Distance was a constant struggle since news traveled slowly and weeks could go by before one colony could find out what was happening in another colony.

The colonies needed a faster way for news to travel from place to place. Samuel Adams, a leader in his colony, found a solution to the problem. Adams set up a Committee of Correspondence in Boston. After that, he persuaded other cities and towns in the colonies to do the same.

The Committees of Correspondence wrote letters to each other. The writers of the letters told of what was happening in their colonies. The letters also communicated what actions colonies were taking to protest the British laws. Since the letters were delivered person to person, comments and responses could be added before passing the letters on. This allowed the colonists to plan and organize their ideas, protests, and other events.

It was against the law to criticize the British government, even if the criticisms were true. Each time the committees talked about protesting or criticized King George III or Parliament, they were breaking British law.

The letters were delivered by riders on horseback. This was the quickest way to send communication between the colonies.

1. What were the Committees of Correspondence?
   
   2. Who is given credit for setting up the Committees of Correspondence?

   3. How did the Committees of Correspondence help bring the colonies together?
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The letters were delivered by riders on horseback. This was the quickest way to send communication between the colonies.

1. What were the Committees of Correspondence?

The Committees of Correspondence were cities and towns in the colonies that sent letters to each other communicating and organizing protests about the British government.

2. Who is given credit for setting up the Committees of Correspondence?

Samuel Adams

3. How did the Committees of Correspondence help bring the colonies together?

Answers may vary. Answers could include that the Committees of Correspondence allowed colonists to know what was happening in each of the colonies. It also allowed the colonists to plan and organize protests and other actions.
The Boston Tea Party

In 1773, the British government, or Parliament, passed the Tea Act on the British colonists living in America. This tax was added to tea which was exported from England to the colonies. The colonists were already proclaiming "taxation without representation" was unfair. However, the tax on the tea was so high that colonists were beginning to buy smuggled tea from other countries.

Parliament decided to allow a British company, the British East India Company, to sell tea in the colonies for a very low price. This meant even though the tax on tea was outrageous, the colonists would still be able to buy tea for a reasonable amount of money. This also meant the companies which sold tea in the colonies would be put out of business. These small businesses could not compete with the low prices of the British East India Company.

The colonists knew what Parliament was doing and began to boycott, or refuse to buy, the British tea. Several colonies would not let the ships carrying English tea enter their ports. In Boston, Massachusetts on December 16, 1773, members of the Sons of Liberty, directed by leader Samuel Adams, disguised themselves as Mohawk Indians, boarded three English ships which were filled with chests of tea, and dumped the tea into the Boston Harbor. They broke open and dumped 342 chests of tea into the harbor that evening. This event became known as the Boston Tea Party.

The Boston Tea Party led to Parliament passing the Intolerable Acts. One part of this law stated no ship carrying colonial goods could leave Boston Harbor until the colonists had paid for all 342 chests of tea which had been dumped during the Boston Tea Party. Parliament ordered the British navy to blockade Boston Harbor. The blockade meant British warships prevented all ships from entering or leaving the harbor.

1. Which tax led to the Boston Tea Party?
   A. Intolerable Acts   B. Townsend Acts
   C. Tea Act   D. Stamp Act

2. What does boycott mean?
   A. buy at a lower price   B. refuse to buy
   C. buy only what you need   D. refuse to pay the full price

3. Who directed the Sons of Liberty when planning the Boston Tea Party?
   A. Paul Revere   B. Ben Franklin
   C. George Washington   D. Samuel Adams

4. Which law was passed to punish the colonists for the Boston Tea Party?
   A. Intolerable Acts   B. Townsend Acts
   C. Tea Act   D. Stamp Act

5. Do you think the colonists should have been punished for destroying property which did not belong to them? Explain.  
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
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   B. Townsend Acts  
   C. Tea Act  
   D. Stamp Act  
   **C. Tea Act**

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   A. buy at a lower price  
   B. refuse to buy  
   C. buy only what you need  
   D. refuse to pay the full price  
   **B. refuse to buy**

3. Who directed the Sons of Liberty when planning the Boston Tea Party?
   A. Paul Revere  
   B. Ben Franklin  
   C. George Washington  
   D. Samuel Adams  
   **D. Samuel Adams**

4. Which law was passed to punish the colonists for the Boston Tea Party?
   A. Intolerable Acts  
   B. Townsend Act  
   C. Tea Act  
   D. Stamp Act  
   **A. Intolerable Acts**

5. Do you think the colonists should have been punished for destroying property which did not belong to them? Explain.  
   **Answers will vary.**
Loyalist, Patriot, or Neutral

Believe it or not, there were people in the American colonies who did not want independence from Britain. When the Revolutionary War broke out in 1775, about one third of the colonists were still loyal to King George III. These people were called Loyalists, or Tories. Another third of the colonists did not care if the colonies went to war against Britain or not. These colonists were neutral. Another third of the colonists, the Patriots, were in support of the Revolutionary War.

Many Loyalists, fearing the Patriots, escaped to Canada for safety. Loyalists could be tarred and feathered and marched through the streets of town in front of angry colonists. In some areas, land and property were taken from Loyalists and their families. Other Loyalists were attacked and their homes burned.

Families were divided during the Revolutionary War. George Washington, who was the commander of the Continental Army, had an older half brother who was a Loyalist. Benjamin Franklin, a well-known Patriot, had a son who become the head of the Board of American Loyalists.

It's All in your Point of View

Directions: Cut out the British and American flags on the dotted lines. For each statement below, place a flag in the square to show whose opinion might best be represented: Loyalist or Patriot.

1. I appreciate King George III sending British soldiers to the colonies to help protect us and our lands from the French. We should be willing to pay extra taxes to help pay for the war.

2. I am a member of the Sons of Liberty. I participated in the Boston Tea Party.

3. I am good friends with Benjamin Franklin and Paul Revere.

4. I do not like to pay taxes on tea. However, I do like the fact tea is sold at such a low price. I will buy my tea from the company that charges me the least amount of money.

5. I was tarred and feathered last week when trying to collect taxes from the colonists in Boston.
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http://www.teacherspayteachers.com/Store/Mrs-Cs-Classroom
During the Revolutionary War, many colonists still had family and friends living in England. Put yourself in the place of a colonist trying to relate the events leading up to and during the war in a letter to a friend or relative in England. Try to help your friend or relative understand your point of view about the Revolutionary War.

**Name _____________________________________________________________**

**Date ___________________**

**Dear __________________**, 

**Sincerely,**

http://www.teacherspayteachers.com/Store/Mrs-Cs-Classroom
We know how the Patriots felt about the Boston Tea Party and the Boston Massacre. However, there is another point of view to be presented. In England, British citizens also had an opinion about the events happening in the colonies. Pretend you are writing an article in a newspaper in England. Write about either the Boston Tea Party or Boston Massacre from a British point of view.

The British Weekly

Date ______________

The Colonists Are At It Again!

by __________________________

London, England

____________________________________

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http://www.teacherspayteachers.com/Store/Mrs-Cs-Classroom
<table>
<thead>
<tr>
<th>Intolerable Acts</th>
<th>Boston Massacre</th>
<th>Tea Act</th>
<th>Stamp Act</th>
<th>Quartering Act</th>
<th>French &amp; Indian War</th>
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Events Leading to the Revolutionary War - Card Sort
# Events Leading to the Revolutionary War Sorting Cards

**Directions:** Cut out the sorting cards and place under the correct labels on the coordinating page, *Events Leading to the Revolutionary War - Card Sort.* After each card has been placed under the correct label, glue into place.

<table>
<thead>
<tr>
<th>A British company was allowed to sell tea for a low price.</th>
<th>Colonists were forced to house British soldiers.</th>
<th>Placed a tax on newspapers and legal documents.</th>
<th>Lands won were reserved for the Native Americans.</th>
<th>British soldiers in Boston angered the colonists.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This law required payment for tea dumped in the harbor.</td>
<td>Colonists could not settle west of the Mississippi River.</td>
<td>Colonial merchants lost money during the blockade.</td>
<td>A few colonists dumped tea into the harbor.</td>
<td>A group of colonists threw snowballs at British soldiers.</td>
</tr>
<tr>
<td>This act was repealed after the Stamp Act Congress met.</td>
<td>Five colonists died.</td>
<td>9,000 British soldiers were living among the colonists.</td>
<td>An act enforced after the Boston Tea Party.</td>
<td>Many colonists boycotted buying tea.</td>
</tr>
<tr>
<td>Colonists were ordered to feed British soldiers.</td>
<td>A tax was placed on tea.</td>
<td>The first life was taken for independence.</td>
<td>This act came less than a year after the Sugar Act.</td>
<td>Shots were fired into a mob of colonists.</td>
</tr>
<tr>
<td>British troops were sent to help the colonists fight.</td>
<td>Boston Harbor was closed.</td>
<td>A tax was placed on paper products.</td>
<td>British troops protecting western lands live in Boston.</td>
<td>Crispus Attacks</td>
</tr>
<tr>
<td>Angry colonists shouted, “This is intolerable!”</td>
<td>Boston Tea Party</td>
<td>Required a special stamp to prove a tax had been paid.</td>
<td>Colonists were taxed to help pay for the war with France.</td>
<td>Proclamation of 1763</td>
</tr>
</tbody>
</table>

http://www.teacherspayteachers.com/Store/Mrs-Cs-Classroom
# Answer Key

## Events Leading to the Revolutionary War - Card Sort

<table>
<thead>
<tr>
<th>French &amp; Indian War</th>
<th>Quartering Act</th>
<th>Stamp Act</th>
<th>Tea Act</th>
<th>Boston Massacre</th>
<th>Intolerable Acts</th>
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ALL THE KING'S TAXES

This simulation will better help students associate with the feelings of the colonists about the tax laws being enforced upon them. Students will experience the unfairness of taxation without representation and identify with the upset colonists. This activity should be completed after students have a background on the various taxes, Stamp Act, etc... forced on the colonists.

Materials
• All the King's Taxes: Title Cards, Tax Cards, The King's Coins, Tax Collector Boxes
• A bag of small candy pieces, such as Skittles, Hersey Kisses, M & Ms, etc...
• Optional: a crown for the King (not included)
• Optional: plastic spoons or plastic gloves for handing out candy.
• Worksheet: All the King's Taxes - (Complete at the end of the simulation.)

Directions for the Activity
• Copy and cut out all Title Cards, The King's Coins, and the amount of Tax Collector boxes as you will need. Copying the items on cardstock and laminating is the ideal way to prepare for this activity. This allows for use of the cards for years to come. NOTE: Do not laminate the Tax Cards. The students will write on the Tax Cards.
• Each student will receive one Title Card. Place the cards in an envelope, shoebox, etc... and allow each child to draw a Title Card.
• The students who received the King, Member of Parliament, or Tax Collector card will proceed to a designated place in the classroom.
• Give each student with a Colonist card, 10 coins from The King's Coins handout: Be sure and let your students know they will receive a small piece of candy for every coin they have left at the end of the activity. (Optional: Give each student the candy instead of paper coins. This will eliminate the step of exchanging paper coins for candy. However, this method allows the candy to be touched throughout the activity.)
• The members of Parliament will decide on taxes to enforce on the colonists. These taxes should be kept simple.
• Some suggestions for the Tax Cards include taxing blue jeans, pencils, tennis shoes, students with rings, or certain types of notebooks, etc... For each pencil, etc... that a student has, he/she will pay the tax that number of times. (All Tax cards do not have to be used. I use as many Tax cards as it takes for students to begin feeling unfairly treated.) A member of Parliament will pronounce to the colonists which item is to be taxed each time.
• The students who drew the Tax Collector cards will collect all coins from students and place them in their Tax Collector Boxes.
• After all taxes have been collected and the activity draws to an end, have the tax collectors count the coins and give ½ of these coins to King George III. Parliament get ½ of the coins left. The tax collectors divide the rest of the coins equally between them. The colonists keep the coins they have left. All coins are traded in for candy. (This in no way historically signifies the amount and the distribution of taxed items but, is used only as a way to show how unfairly many colonists perceived they were being treated.)
• Worksheet - All the King's Taxes - This worksheet will be completed after the activity.
# All The King's Taxes

## Title Cards

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<th>King</th>
<th>Member of Parliament</th>
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<td>George III</td>
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**ALL THE KING’S TAXES**

**Tax Cards**

Members of Parliament will agree on taxes to enforce on the colonists and will write a description of each tax. Parliament will then decide how many coins to tax each item and list this amount in each of the square boxes above the description of the taxes.

<table>
<thead>
<tr>
<th>Tax 1</th>
<th>Tax 2</th>
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<tr>
<td>Description:</td>
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**ALL THE KING'S TAXES**

**The King's Coins**

Make multiple copies and give 10 coins to each student holding a *Colonist* card.

![Image of coins](http://www.teacherspayteachers.com/Store/Mrs-Cs-Classroom)
ALL THE KING'S TAXES
Collection Box for the Tax Collector

Prepare one Collection Box for each Tax Collector.

http://www.teacherspayteachers.com/Store/Mrs-Cs-Classroom
All The King’s Taxes

1. How did you feel when you were being taxed on simple every day items?

____________________________________________________________________

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2. Put yourself in the place of a real colonist. What are some peaceful methods you could use to protest the unfair taxes?

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3. Why do you believe the colonists were angry with the tax collectors?

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4. How do you think the taxes which were forced on you could have been handled in a more fair manner?

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5. Would you have supported the Sons of Liberty? Explain.

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First Continental Congress

The colonists were angry with the British government over laws and taxation without representation. In September 1774, representatives from all the colonies, except for Georgia, met in Philadelphia, Pennsylvania with the purpose of discussing the issues the colonies were having with England, and to decide what needed to be done. This meeting was called the Continental Congress since it was the first meeting of its kind by the colonies on the North American continent.

Representatives of the Continental Congress made several important decisions. The members agreed to stop all trade with Britain. The Congress also stated that colonies would no longer obey any British laws that took away their liberty, or freedom, as citizens. The Congress hoped to achieve their goals in a peaceful manner. They agreed to meet again if the demands were not met.

1. Why were the colonists angry with the British government?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

2. What was the purpose of the Continental Congress?

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3. What was the plan of the Continental Congress if Parliament did not meet the demands of the Continental Congress?

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1. Why were the colonists angry with the British government?
   Answers will vary. Answers could include the tax acts, taxation without representation, the Quartering Act, being forced to pay for part of the French and Indian War, or the Boston Massacre.

2. What was the purpose of the Continental Congress?
   The purpose of the Continental Congress was to discuss the issues the colonies were having with England and decide what needed to be done.

3. What was the plan of the Continental Congress if Parliament did not meet the demands of the Continental Congress?
   The plan was to meet again to decide what to do next.
Key Battles of the American Revolution
Reference Page

Lexington and Concord – April 19, 1775
- This battle marked the beginning of the Revolutionary War.
- “The shot heard ‘round the world,” is used to describe this battle, since this is where the first shot was fired.
- Lexington, Massachusetts was the first battle. Concord was the second battle.
- Minutemen were men who were ready to fight in a minute’s notice.

Battle of Bunker Hill – June 17, 1775
- First major battle of the Revolutionary War.
- Bunker Hill overlooked Boston, Massachusetts.
- This was an important location since cannons could be fired from the hill onto the city.
- Three attacks took place on Bunker Hill. Colonel William Prescott and the colonial militia held the British troops during two attacks. However, during the third attack, the colonial militia ran out of ammunition and had to retreat.
- The men in the militia were ordered, “Don’t fire until you see the whites of their eyes.” This order was given so the militia could conserve their ammunition. Many of the colonial militia did not have guns. They carried spears and axes. Those who had guns carried flintlock muskets, which could not be used to shoot very far.
- Although the colonial militia lost this battle, it gave the men the confidence they needed to fight against the British soldiers.

Battle of Saratoga – October 17, 1777
- This battle took place in Saratoga, New York.
- It is called the “turning point of the war” because it proved to France the colonies could actually defeat the British. After this battle, France decided to send troops to help the Continental army. The French sent guns, ships, and soldiers to help the colonies.
- The French became an ally of the colonies and their fight for Independence. An ally is a friend, especially in times of war.

Battle of Yorktown – 1781
- This battle was the last major battle of the Revolutionary War.
- It was fought in Yorktown, Virginia.
- General Washington and the Continental army defeated the British troops led by General Charles Cornwallis.
- The Continental army was able to defeat the British forces because France aided the American troops.
- The French navy took control of the Chesapeake Bay. Because the French controlled the waterway, the British navy could not get needed supplies or extra soldiers to Yorktown.
- The British troops were trapped.
- General Cornwallis surrendered on October 19, 1781.
Lexington and Concord

Minutemen

- Minutemen were men of all ages who could be ready in a minute to defend Massachusetts.
- Minutemen were mostly farmers and working people who used what weapons they already owned to fight against the British.

Lexington, Massachusetts

- Lexington was a village near Boston.
- In April 1775, the new governor of Massachusetts, British General Thomas Gage, heard a rumor that two leaders of the Sons of Liberty, Samuel Adams and John Hancock, were staying in the village of Lexington.
- General Gage sent 700 British soldiers to arrest the Patriot leaders, then to find weapons in the nearby town of Concord.
- On April 18, Paul Revere and William Dawes rode out in the night to warn Samuel Adams and John Hancock of the approaching British soldiers.
- When the British soldiers arrived in Lexington on April 19, Minutemen were armed and waiting on them. Shots were fired and 8 of these brave Patriots lost their lives.

Concord, Massachusetts

- Concord was a town west of Boston.
- In April 1775, the new governor of Massachusetts, British General Thomas Gage, heard that the Patriots were storing weapons in the town of Concord.
- After marching through Lexington, the British soldiers, sent by General Gage, marched on to Concord. However, the weapons the British were hoping to find had been moved before the soldiers arrived.
- As the British soldiers marched back to Boston, they were fired upon by Minutemen. The Minutemen hid in the woods, ditches, and fields beside the road. They fired from behind stone walls, trees, houses and barns. The British soldiers did not know how to fight this way and many British soldiers lost their lives that day.
- Both sides had men that were either wounded or killed.

The Shot Heard 'Round the World

- Although it is not known who fired the first shot, when the first shot was fired between the Patriots and the British soldiers on April 19, 1775, it was called the The Shot Heard 'Round the World.
- The shots fired at Lexington and Concord marked the beginning of a lengthy, harsh war between England and its colonies.
Lexington and Concord

Illustrate a scene from either the fighting at Lexington or Concord.
The Second Continental Congress

In September 1774, the First Continental Congress met in Philadelphia, Pennsylvania to discuss the problems the colonies were having with England, and to decide what to do about these differences. The Congress made demands for colonial rights, or freedoms, and if these demands were not met, the Congress decided they would meet again to decide what to do next. Parliament ignored the demands by the colonies.

In May 1775, representatives from the colonies met once again for the Second Continental Congress. Some of the most important colonial leaders attended the meeting in Philadelphia, Pennsylvania to decide what to do next, now that the battles at Lexington and Concord had been fought. George Washington, Benjamin Franklin, John Hancock, Samuel Adams, John Adams, and Patrick Henry were all in attendance.

Although they discussed breaking away from England and becoming an independent nation, some representatives did not think that was a good idea. The colonies had always been protected by England.

Congress decided to send a letter to King George III. This letter was called the Olive Branch Petition. The olive branch has stood for peace since ancient days. The petition told the king of their desire for a peaceful way to solve the problems between England and the colonies. The king ignored the Olive Branch Petition.

The Second Continental Congress decided to form a colonial army, selecting George Washington as the commander, and asked all colonies to send soldiers to Massachusetts. The Congress also asked the colonies to give money to support the army. The Second Continental Congress is known for uniting the 13 colonies.

1. What was the Olive Branch Petition?

__________________________________________________________________________
__________________________________________________________________________

2. Why do you believe George Washington was a good selection for the commander of the colonial army?

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1. What was the Olive Branch Petition?

   The Olive Branch Petition was a letter to King George III to tell of the colonies' desire for a peaceful way to solve the problems between England and the colonies.

2. Why do you believe George Washington was a good selection for the commander of the colonial army?

   Answers will vary. Answers could include that George Washington had proven himself as a capable leader in the French and Indian War, or that he was an important leader in the colonies.
The Battle of Bunker Hill

Just a few months after the fighting at Lexington and Concord, the Battle of Bunker Hill took place on June 17, 1775. The Battle of Bunker Hill is considered the first major battle of the Revolutionary War. It is also considered one of the fiercest battles of the war.

Bunker Hill was an important location in Boston since cannons could be fired from the hill onto the city. Ownership of this hill, along with another hill named Breeds Hill, was important to both the colonial militia and the British troops.

The Patriots learned that the British were planning on taking over hills around Boston in order to gain a military advantage over the city of Boston. Under the command of Colonel William Prescott, the colonial militia moved troops onto both Bunker Hill and Breeds Hill just outside of Boston, which were both unoccupied at the time. They built fortifications during the night and prepared themselves for battle with the British troops.

The next day when the British troops realized what had happened, they attacked. British General William Howe led three charges up the hill. The colonial militia fought back. The colonial militia drove the British army back on two of the attacks. However, during the third attack the colonial militia had to retreat because they were running out of ammunition. Many of the militia did not have guns at all. They carried axes and spears. Those who had guns carried flintlock muskets, which could not be used to shoot very far. In fact, during the third attack, Colonel Prescott ordered his men, “Don’t fire until you see the whites of their eyes.” This meant not to shoot until the British were very close, so the bullets would be more likely to hit the soldiers.

The British troops won the battle for Bunker Hill but, it was a very costly win for them. The British lost many more men than did the colonial militia. In fact, the British suffered the most deaths and wounded than in any other battle of the American Revolutionary War. Although the colonial militia was defeated, this battle gave the colonists confidence that they could fight against the British army. Many other colonists joined the militia after this battle.

(Note: Many historians believe the battle was actually fought on Breeds Hill and was mistakenly named the Battle of Bunker Hill.)
The Battle of Bunker Hill

Write important facts about The Battle of Bunker Hill on each circle.

Important Facts

Explain the phrase, “Don’t fire until you see the whites of their eyes.”

____________________________________________________________________________

____________________________________________________________________________
Important Facts

Answer Key

The Battle of Bunker Hill

Write important facts about The Battle of Bunker Hill on each circle.

Answers will vary.

Explain the phrase, “Don’t fire until you see the whites of their eyes.”

Answers may vary. Answers could include this meant not to shoot until the British soldiers were very close so that the bullets would be more likely to hit the soldiers.
Was the colonial army really ready to fight the celebrated British military? Britain had a strong army and navy. Most British soldiers trained for years, had previously fought in other wars, and were used to taking orders. The British officers had experience and their troops had the newest and best weapons available.

The colonists knew a whole ocean separated the British troops from England. The British depended on England for most of their supplies and troops. As the war dragged on, the more difficult it became getting needed supplies and troops in a timely fashion. The distance between countries was a problem for the British troops.

Even though the Continental army did not have enough food, weapons, training, or soldiers, many colonists believed the Continental army could defeat the British troops. After all, who knew the land they were fighting on better than the colonists who had lived there all their lives? These men knew the wilderness areas and the best places for lying in wait for the British army. Soldiers in the Continental army learned during the French and Indian War how to fight like the Native Americans, hiding behind trees and surprising the British soldiers. The British soldiers marched in straight lines which easily allowed colonists to keep hiding and firing at the British soldiers. The British troops were trained not to break the line.

The colonists also knew they were fighting to protect their lands and loved ones. This gave many in the Continental army a reason to fight harder. The colonists were fighting for a cause, which was independence. This spirit led to several victories for the colonists even when they were outnumbered by British troops.

The Continental army, for the most part, had no official uniforms. The soldiers wore what they had. Many times this meant the British troops underestimated the colonists because of the way they were dressed. The British army, however, had full uniforms, with hot, red, itchy coats, and trousers so tight that many times they had to be put on wet, and they often carried a one hundred twenty-five pound sack on their backs. The red coats the British soldiers wore made them stand out in the woods they were fighting in. The soldiers were not camouflaged at all.

http://www.teacherspayteachers.com/Store/Mrs-Cs-Classroom
Complete this graphic organizer after reading the handout, "Continental Army vs. British Army."

**Advantages and Disadvantages**

**The Continental Army**

**Advantages**

**Disadvantages**

**The British Army**

**Advantages**

**Disadvantages**
George Washington
Commander of the Continental Army

George Washington first began his career by joining the Virginia militia. Washington fought courageously and after many daring battles he became a colonel with the Virginia militia.

When the colonies went to war with the British, George Washington was named Commander in Chief of the Continental Army after he showed up at The Second Continental Congress wearing his uniform from the French and Indian War. Congress knew that George Washington was a trustworthy, honest man and his appearance in his uniform quickly let the Congress know that he was ready and willing to lead his country against England.

The Continental army that George Washington was picked to lead was made up mostly of men who were poorly trained volunteers. There were very few uniforms or supplies such as food, weapons, or ammunition. There were even times when the colonial soldiers had no shoes to wear in the winter. The colonial soldiers that carried guns, had flintlock muskets that could not shoot very far. Many soldiers carried no guns at all. They carried weapons such as axes and spears. Some of the soldiers had fought in the French and Indian War. These men had learned to fight the way the Native Americans fought, hiding in places and in no formal lines.

George Washington had his work cut out. He made rules for the colonial soldiers and trained them. He slowly built the beginning of an army that could win victories against the British soldiers.

Washington proved he was a great military hero through his leadership, diplomacy, and talent for strategic military planning. Crossing the Delaware River in the dark and attacking the Hessian soldiers during Christmas, in the snow and harsh weather, when their guard was down, is an example of Washington’s talent for strategic planning. Washington was so popular with the colonists, he eventually became the first President of the United States.

Use the word, LEADER, to list words that describe George Washington.
Each word you use must start with the beginning letter of each line.

L __________________________________________
E __________________________________________
A __________________________________________
D __________________________________________
E __________________________________________
R __________________________________________
Common Sense

Thomas Paine was a Patriot whose written words helped to influence many colonists to cut ties with the British government. He wrote a famous pamphlet called Common Sense. In this pamphlet he attacked King George III for his unfair and cruel treatment of the colonists.

Paine did not like the idea of one person having the authority to rule. He believed that people should be able to rule themselves. He called for the colonists to break all ties with England and set up their own form of government. When the pamphlet was published in 1776, it sold many copies and it gained support for the cause of the Patriots.

In the space provided below, explain why being ruled by King George III was a problem for the colonists.

Next write a solution to the situation.

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Writing the Declaration of Independence

Even though the fighting had already begun, many still believed there could be a peaceful way to solve their problems with England. Colonists wrote letters to Parliament and sent petitions. A petition is a document asking for action to be taken, and signed by many people. Boycotting, or refusing to buy items such as tea, was another peaceful action taken by the colonists. The Second Continental Congress, (a group of representatives from the colonies), sent a letter called the Olive Branch Petition to King George III asking for peace. An olive branch has long been a symbol for peace. Still, the king and Parliament would not listen. King George III not only turned down the olive branch but, also called the colonists traitors.

The delegates from the Second Continental Congress decided it was time to become independent from British rule. The Congress formed a committee to write a statement declaring independence for the colonies. Members of the committee to write the Declaration of Independence included Thomas Jefferson, Benjamin Franklin, and John Adams. Although the committee would decide which words would make up the Declaration of Independence, a young lawyer from Virginia named Thomas Jefferson actually did most of the writing. For seventeen days Jefferson would write and rewrite the document as the committee would discuss Jefferson’s ideas. On July 4, 1776 the document was ready to sign.

John Hancock is famous for being the first delegate to sign the Declaration of Independence. He wrote his name very large. He claimed he did this so the king could read his name without his glasses on. All delegates signed the document after John Hancock. This action was not taken lightly. These men knew by signing the Declaration of Independence, King George III would consider them traitors, and they could be hanged for treason if they were captured.

1. What peaceful ways did colonists use to persuade King George III they were being treated unfairly? ___________________________________________
   ____________________________________________________________________________

2. Why was the Declaration of Independence written? _____________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

3. What date was the Declaration of Independence signed? _________________

4. What might happen to the delegates who signed the Declaration of Independence if they were caught? ___________________________________________
   ____________________________________________________________________________
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1. What peaceful ways did colonists use to persuade King George III they were being treated unfairly? Answers may vary. Answers could include letters to Parliament, petitions, boycotts, or the Olive Branch Petition.
2. Why was the Declaration of Independence written? Answers may vary. It was time for colonists to break away from British rule and declare their independence.
3. What date was the Declaration of Independence signed? July 4, 1776
4. What might happen to the delegates who signed the Declaration of Independence if they were caught? Anyone captured for treason might be hanged.
Writing the Declaration of Independence

Thomas Jefferson, writer of the Declaration of Independence, helped plan, then wrote the document in four parts. Read the four parts of the Declaration of Independence and summarize each.

Part 1: Introduction

________________________________________________________________________
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Part 2: Basic Rights

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Part 3: Grievances Against the King

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Part 4: Formal Declaration of War

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Women and the Revolution

Many women in the colonies took part in the fight for freedom from the British government. Instead of buying British made products, the Daughters of Liberty were a group of women who made and sewed products to replace the ones being sent from Britain to the colonies. This was their way of boycotting the taxes on products shipped from England. They were willing to do whatever it took to help end British rule over the colonies, even if it meant acting outside of the law at times. The Daughters of Liberty were not the only women to help with the American Revolution. Individual women also made a difference in the war.

Mary Ludwig Hays: Mary Ludwig Hays is also known as "Molly Pitcher." After her husband joined the Continental army, Mary traveled with him. When her husband was wounded in the Battle of Monmouth in 1778, Mary took over the firing of the cannon. She earned the title of "Molly Pitcher" by bringing water to the American troops during the Battle of Monmouth.

Nancy Hart: She was an uneducated, very tall, muscular Georgian woman with red hair and a quick temper. She served as a spy for the Americans during the Revolutionary War. However, her most famous act involved holding six British soldiers at her house. Legend has it that six British soldiers stopped by Nancy Hart's house and ordered that she and her daughter feed them. It is said that Nancy eventually killed one soldier, and wounded another. After her husband and neighbors arrived at the scene, Nancy told them not to shoot the remaining British soldiers, but instead hang them from a tree. In 1912, a railroad crew found six bodies buried together near the former Hart house. The bodies were confirmed to have been there around a century, which seemed to confirm the folklore tale of Nancy Hart.

Phillis Wheatley: Phillis Wheatley grew up as a slave. When she was a very young girl, she was kidnapped from her home in Africa, and was sold in Boston, Massachusetts to slave owner, John Wheatley. John Wheatley was different from many other slave owners. He educated Phillis and then set her free. She took the last name of her owner. She became a poet and used her poetry to campaign for the independence of the colonies. Phillis Wheatley's poems were even praised by General George Washington.

1. In what other ways might women have helped with the Revolution?
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________________________________________________________________
________________________________________________________________

2. Which of the women in the passage do you admire the most? Explain.
________________________________________________________________
________________________________________________________________
Native Americans

Most Native Americans did not care for either the American colonists or the British. Who could blame them? Over the years, settlers from both sides had taken over Native American land, even when there were promises which were made and broken that were supposed to protect Native American lands.

However, even though the Native Americans disliked the colonists and the British, through the years, many Native American tribes had come to depend upon the British as trading partners. The British also tried other ways of influencing the Native Americans to help their side during the American Revolutionary. The British promised to give the Native Americans guns and other European products if they agreed to help them fight the colonists. Even though these incentives caused some tribes to help the British, some Native Americans helped the Patriots with their cause, while others stayed out of the war completely.

Africans

Approximately 5,000 Africans fought in the Continental army during the American Revolutionary War. Some of these soldiers were free men, and some were slaves sent by their slave owners to fight. Both the British army and the Continental army promised slaves their freedom after the war if they would fight on their side. Many slaves were so enthusiastic about gaining their freedom, they changed their last names to Freedom and Liberty. The British governor of Virginia went one step further and promised African slaves their freedom if they ran away from their owners and fought in the British army. In a few short weeks, about 300 runaway slaves had enlisted in the British army. These soldiers wore patches that read, Liberty to Slaves.

Imagine yourself as either a Native American or African slave during the American Revolutionary War. Next, choose which army you would fight with, the Continental army or the British army. List the reasons you might have chosen to fight for one side over the other side.

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On December 26, 1776, Commander in Chief of the Continental Army, George Washington, and his troops won the Battle of Trenton. Trenton is located in New Jersey. General Washington and his army spent at least ten hours crossing the Delaware River in the wintry darkness in order to surprise the German Hessian troops who had been hired by the British to fight in the Revolutionary War.

The weather was so brutal that some generals declared the plan would be too difficult to carry out. However, General Washington persisted with his plan to capture Trenton and defeat the Hessians. On Christmas night it was brutally cold and a storm consisting of sleet and snow had developed. The Delaware River was dotted with masses of floating ice, which made traveling by boat in the dark very treacherous. Not all of General Washington's troops were actually able to cross the Delaware River that night.

Once the Continental army reached the shoreline of New Jersey they marched nine miles in the sleet and rain trying to reach Trenton before daybreak. The Hessians had let down their guard and were not prepared to battle General Washington and his men. Since the Hessian troops were caught off guard, the Continental army won the Battle of Trenton.

Although the Battle of Trenton was only a small battle, the victory was huge. Winning this battle inspired the patriots in the colonies who were beginning to doubt the war against the British could be won.

1. Who were the Hessians?

2. Why do you think the Hessians were not prepared for battle?

3. Why did other generals believe General Washington's mission to surprise the Hessian troops would fail?
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1. Who were the Hessians?
   
   German soldiers hired by the British to fight the colonists.

2. Why do you think the Hessians were not prepared for battle?
   
   Answers will vary. Students should infer the Hessians were surprised since they had let down their guard during the holiday season. It was also difficult to believe troops would attempt to cross the river in such brutal weather conditions.

3. Why did other generals believe General Washington's mission to surprise the Hessian troops would fail?
   
   The harsh weather conditions made it almost impossible to cross the Delaware River and reach the Hessian troops.
In the fall of 1777, General George Washington and his troops lost control of Philadelphia, Pennsylvania. The British had a firm hold on the city. With winter approaching, Washington set up his headquarters about twenty miles northwest of Philadelphia, at Valley Forge, Pennsylvania. The winter was brutal for Washington and his troops. The Continental Army was almost destroyed by the cold and hunger.

There was little money and little of that money made it to the American soldiers. The troops’ clothes were worn out and tattered. Many soldiers had no coats, hats, or shirts. General Washington reported that 2,898 of his men had no boots. He observed, “You might have traced the army to Valley Forge by the blood of their feet.” Many soldiers were ill and many died.

Food was scarce. When food did arrive, there was usually too little of it to go around or it was already rotten. The men ate rice, dried peas, hardtack, and sometimes corn meant for the horses.

Conditions were unbearable at Valley Forge. The soldiers quickly built huts that were drafty and provided little protection from the harsh winds and snow. The colonies had declared their independence but, would they be able to obtain it?

**Draw a picture of an American soldier in General Washington’s Continental army at Valley Forge during the winter of 1777.**

**Write a journal entry about the day in the life of a soldier during the winter of 1777 in Valley Forge.**

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Recipe for Hard Tack

Ingredients:
Flour
Water

Directions:
Add enough water and flour together to form a stiff dough. Knead the ingredients together for about 10 minutes. The dough will become sticky like bubblegum. Roll the dough on a floured surface to a 1/2 inch thickness. Then cut the dough in 3 inch squares. Poke several holes into the top of the squares. Bake at 450° for 7 minutes. Reduce the temperature to 350° and bake for another 7-10 minutes. The biscuits will be very hard.

Describe how the hardtack tastes.

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Do you think you could have eaten hardtack for months at a time during the winter of 1777 at Valley Forge? Explain your answer.

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Patriot Benjamin Franklin was sent to Paris, France in 1776 to ask French leaders to join the colonists in the war against the British. France and England were longtime enemies and France was interested in seeing the outcome of the colonists' fight against the British. However, the French leaders did not think the colonists had much of a chance of winning a war against a powerful British army and navy. This meant France was not ready to enter into another war with Britain.

Meanwhile, the British, under the command of General John Burgoyne, had a plan to send 5,000 British soldiers down from Canada to capture all the New England colonies and cut the colonies in half. The march from Canada took General Burgoyne and his troops much longer than they expected. As the months passed, the general and his men began to run out of food. The supplies and reinforcements he expected, never arrived. As General Burgoyne's troops grew weaker, the Continental army who had been half-starved and ragged at the beginning of Burgoyne's march, were healing and growing stronger. Many men arrived to join the colonial cause.

On October 17, 1777, when the British troops finally arrived in Saratoga, New York, they were smaller in number and were defeated by the Continental army, led by General Horatio Gates, commander of the Continental army in New York.

This battle is called “The Turning Point of the War.” The colonists' victory at the Battle of Saratoga proved to the French leaders that the colonists could stand against the British army and that there was a chance they could win the war against Britain. The French decided to help the Continental army by sending ships, guns, gun powder, ammunition, and soldiers. After the Battle of Saratoga, other countries followed the lead of France, also sending support and aid to the Continental army.

Explain why the Battle of Saratoga was important to the colonists.

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Why did France not want to help the colonists at first?
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Battle of Saratoga

Where: Saratoga, New York  
When: October 17, 1777

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Explain why the Battle of Saratoga was important to the colonists.

Answers may vary. Answers could include this was the turning point of the war. The colonists knew if they had a victory at Saratoga, the French leaders would be more likely to help since the Continental army proved they could win victories against the British.

Why did France not want to help the colonists at first?

Answers may vary. Answers could include that France did not want to be embarrassed by losing to the British again after the French and Indian War, or that they did not want to invest money into a lost cause.
Benedict Arnold

Benedict Arnold was one of the best generals and one of the worst traitors during the American Revolutionary War. A traitor during war is someone who acts against his own country.

Early in the war, Benedict Arnold was promoted to a general in the Continental army by General George Washington. He was a hero during the Battle of Saratoga. He later made enemies and became angry, believing he was often overlooked in the military. During the war, Benedict Arnold decided to change sides and help the British. In exchange for money and a high ranking position in the British army, he agreed to give American military plans to the British. He sold information for over a year and a half before the Americans found out.

Benedict Arnold became a brigadier general for the British army and fought against the Continental army. In 1781, Benedict Arnold attacked colonial towns in Virginia for several weeks.

After the war, Arnold moved to England and for a while became a merchant, trading with the West Indies.

Not many people, American or British had much respect for Benedict Arnold. He sold out his friends and his country. Today, if someone is called a “Benedict Arnold,” it means the person is a traitor.

1. Describe a traitor. ____________________________________________________________
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2. Why do you think that neither the Americans or the British had much respect for Benedict Arnold? After all, he had helped the British army. ____________________________________________________________
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3. Why do you think Benedict Arnold moved to England after the Revolutionary War ended? ____________________________________________________________
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Answer Key

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1. Describe a traitor.
   A traitor is someone who acts against his own country.

2. Why do you think that neither the Americans or the British had much respect for Benedict Arnold? After all, he had helped the British army. Answers will vary. Answers could include that the Americans did not respect him because he sold out his friends and his country. The British probably did not respect him because he had turned his back on his own country for money. They may have felt that he could betray them too, and was not to be trusted.

3. Why do you think Benedict Arnold moved to England after the Revolutionary War ended? Answers will vary. Answer may include that he was escaping justice, since he would be punished for being a traitor.
Battle of Yorktown

When the French began helping the colonists in their fight against the British, the British army moved their attacks from the northern colonies to the southern colonies. The last part of the American Revolutionary War was fought in the South. The British felt that the larger amount of Loyalist support in the South would help defeat the Continental army. After a British victory in Charleston, South Carolina, British General Charles Cornwallis believed that Virginia would have to be conquered in order for the British army to defeat the Continental army.

By the summer of 1781, General Cornwallis and his troops had set up at Yorktown. Yorktown is a small Virginia town located on a peninsula, (a strip of land surrounded on three sides by water), between the York and James river, which feed into the Chesapeake Bay. This location made it easy for British ships to deliver supplies to the troops.

Knowing the area well, when General George Washington heard where General Cornwallis had placed his troops, he knew the British had made a mistake. By placing his troops on a narrow peninsula, General Cornwallis made it possible for the Continental army to surround the British troops. Joined by thousands of French soldiers, the Continental army and the French troops marched to Yorktown and quickly surrounded the British troops. At the same time, the French navy sailed into the Chesapeake Bay and surrounded the British on the water, eliminating any chances of the British troops escaping by sea. With the French navy in control of the Chesapeake Bay, the British navy could not get supplies or troops to Yorktown to help General Cornwallis and his soldiers. The British army was trapped.

On October 19, 1781, British General Cornwallis was forced to surrender. The fighting at Yorktown had been the last major battle of the American Revolutionary War. Although fighting dragged on for the next two years in some areas, it was clear that American victory had been decided at Yorktown. The Patriots had defeated England after a long, bitter war.

1. In what ways did the French help the Continental army at Yorktown?

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2. Do you think the Continental army would have won the battle without France’s help?

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1. In what ways did the French help the Continental army at Yorktown?

   Answers may vary. Answers could include that the French provided supplies and troops, there were thousands of French soldiers at Yorktown, and/or the French navy made it impossible for supplies or troops to get to the British army trapped at Yorktown.

2. Do you think the Continental army would have won the battle without France’s help?

   Answers will vary.
Major Battles of the Revolutionary War
Memory Card Game

Materials:
• Major Battles of the Revolutionary War Memory Cards (1 set of 20 cards per partner set or group)
• Card Stock - With thicker paper, the writing on the front of the cards will not be viewed through the back when placed facedown.

HINT: Laminating the cards eliminates the need for copying and cutting the cards apart year after year.

Directions:
1.) Shuffle the memory cards.
2.) Place the cards facedown on the desk in a 5 x 4 or 4 x 5 array.
3.) Students will take turns flipping over any two cards.
4.) If the two cards show a match between a title card and the definition or statement of another card, the player picks up both cards and keeps them.
5.) If the two cards do not match, the player flips the cards facedown again, making sure the cards are placed in the same positions as before.
6.) Students will continue taking turns until all matches have been found.
7.) After all matches have been made, the student with the largest number of cards is the winner.

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<table>
<thead>
<tr>
<th>Official army of the colonists</th>
<th>Continental Army</th>
<th>Lexington and Concord</th>
<th>The shot heard ‘round the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutemen</td>
<td>Colonists who were ready to quickly grab their weapons and fight</td>
<td>Bunker Hill</td>
<td>First major battle of the war that gave the colonies confidence</td>
</tr>
<tr>
<td>Saratoga</td>
<td>Turning point of the war</td>
<td>Yorktown</td>
<td>Last battle of the Revolutionary War</td>
</tr>
<tr>
<td>George Washington</td>
<td>Leader of the Continental army</td>
<td>General Cornwallis</td>
<td>A general of the British troops</td>
</tr>
<tr>
<td>Trenton</td>
<td>The Hessian soldiers were surprised by Washington’s troops</td>
<td>Revolutionary War</td>
<td>The war between the colonies and the British</td>
</tr>
</tbody>
</table>
Major Battles of the Revolutionary War
Memory Card Game

ANSWER KEY

Official army of the Colonists / Continental Army

Lexington and Concord / The shot heard ‘round the world

Minutemen / Colonists who were ready to quickly grab their weapons and fight

Bunker Hill / First major battle of the war that gave the colonies confidence

Saratoga / Turning point of the war

Yorktown / Last battle of the Revolutionary War

George Washington / Leader of the Continental army

General Cornwallis / A general of the British troops

Trenton / The Hessian soldiers were surprised by Washington’s troops

Revolutionary War / The war between the colonies and the British

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Although the Battle of Yorktown was the last major battle of the Revolutionary War, it did not end the war. The war was officially ended by the signing of the Treaty of Paris. A treaty is an agreement between countries. The treaty was signed in Paris, France by British and American representatives on September 3, 1783.

Benjamin Franklin was sent to France to give Richard Oswald, the British representative, a list of American terms for ending the war. One of the terms, or what the Americans wanted, was for the British king and Parliament to accept American independence by removing British soldiers from American soil. Franklin also suggested to Oswald that Americans might feel better about the British if Parliament paid for damages to American towns that were destroyed during the war. The British also had a request. Oswald asked that Loyalists who had chosen to remain in America be treated fairly.

The Americans and the British talked with each other to work out an agreement. This is called negotiation. It took over a year of negotiations before both countries came to an agreement and the treaty could be signed.

The Treaty of Paris recognized the United States of America as a new independent nation. The treaty also defined the borders of the new nation. The northern border of the United States would be an imaginary line through the Great Lakes. The Southern border would reach to Florida. The Mississippi River formed the Western border. The fact that much of the land between the Appalachian Mountains and the Mississippi River was the home of many different Native Americans was ignored.

With the signing of the Treaty of Paris, the United States was now an independent nation. Even though the nation had its independence, it was nowhere close to being united. There was much work ahead for the new country.

1. What did Benjamin Franklin want removed from American soil?

________________________________________________________________________________________________________________________

United State Borders according to the Treaty of Paris

2. Western Border - _____________________________________________________________________________________________________

3. Southern Border - ____________________________________________________________________________________________________

4. Northern Border - _____________________________________________________________________________________________________

5. If you could have taken Benjamin Franklin’s place at the Treaty of Paris, what other items would you have negotiated for? _______________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
Answer Key

Treaty of Paris

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1. What did Benjamin Franklin want removed from American soil?  
   British troops

   United State Borders according to the Treaty of Paris

2. Western Border - The Mississippi River

3. Southern Border - This border reached to Florida.

4. Northern Border - An imaginary line through the Great Lakes.

5. If you could have taken Benjamin Franklin's place at the Treaty of Paris, what other items would you have negotiated for?  
   Answers will vary.
Sequencing Events

Cut out the strips and place the events in order from the earliest event to the last event. Glue the events in order on the handout *Putting Events in Order*:

<table>
<thead>
<tr>
<th>The Stamp Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Second Continental Congress</td>
</tr>
<tr>
<td>Boston Tea Party</td>
</tr>
<tr>
<td>Signing of the Declaration of Independence</td>
</tr>
<tr>
<td>The Winter at Valley Forge</td>
</tr>
<tr>
<td>Battle of Bunker Hill</td>
</tr>
<tr>
<td>The Sugar Act</td>
</tr>
<tr>
<td>Boston Massacre</td>
</tr>
<tr>
<td>Colonial Victory at Yorktown</td>
</tr>
<tr>
<td>Battle of Lexington and Concord</td>
</tr>
</tbody>
</table>

http://www.teacherspayteachers.com/Store/Mrs-Cs-Classroom
Putting Events in Order
## Answer Key

**Putting Events in Order**

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sugar Act</td>
</tr>
<tr>
<td>The Stamp Act</td>
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</tr>
<tr>
<td>Colonial Victory at Yorktown</td>
</tr>
</tbody>
</table>
Stars of the Revolution

There were many people, American and British, who made an impact during the American Revolutionary War.

A new movie is in the works! The movie centers around the lives of the people who made a difference, good or bad, during the American Revolutionary War.

Use the included pages to write details about a famous person that can be used in writing the movie.

Suggestions for this research project:
- Internet Searches for Kids
  (Simply type in the name of the Person and add for kids)
- Biographies
- Books by Jean Fritz
  (Not all individuals will be in the Jean Fritz books.)

Co-Stars
- King George III
- George Washington
- Samuel Adams
- John Adams
- Benjamin Franklin
- Patrick Henry
- Paul Revere
- Thomas Jefferson
- Crispus Attucks
- Nancy Hart
- Benedict Arnold
- Thomas Gage
- Charles Cornwallis

This can be an individual, partner, or group activity. Once the research is completed, these pages can be compiled into a booklet or individual, partner, or group presentations. Be sure to proofread the completed research before having students present these in class. (Some of these men had very interesting lives!)
King George III

Character

King George III: British king who ruled during the American Revolution era. He is remembered as the king who lost the American colonies.

Early Years

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Personal Life During the American Revolutionary War

__________________________________________________________________________________
__________________________________________________________________________________
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__________________________________________________________________________________

Description of Achievement(s) Before, During, and After the Revolution

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Factual Information to Make the Movie More Interesting

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Character Traits Needed to Portray King George III

__________________________________________________________________________________

Recommendations for Actors to Play the Role of King George III

__________________________________________________________________________________
George Washington

Character
George Washington: Commander of the Continental Army

Early Years

Personal Life During the American Revolutionary War

Description of Achievement(s) Before, During, and After the Revolution

Factual Information to Make the Movie More Interesting

Character Traits Needed to Portray George Washington

Recommendations for Actors to Play the Role of George Washington
Samuel Adams

Character

Samuel Adams: A Patriot who helped form the Sons of Liberty and Committees of Correspondence

Early Years

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Personal Life During the American Revolutionary War

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__________________________________________________________________________________
__________________________________________________________________________________
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Description of Achievement(s) Before, During, and After the Revolution

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__________________________________________________________________________________
__________________________________________________________________________________

Factual Information to Make the Movie More Interesting

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Character Traits Needed to Portray Samuel Adams

__________________________________________________________________________________

Recommendations for Actors to Play the Role of Samuel Adams

__________________________________________________________________________________
John Adams

Character

John Adams: A Massachusetts lawyer who was a part of many activities during the American Revolutionary War

Early Years

Personal Life During the American Revolutionary War

Description of Achievement(s) Before, During, and After the Revolution

Factual Information to Make the Movie More Interesting

Character Traits Needed to Portray John Adams

Recommendations for Actors to Play the Role of John Adams
Benjamin Franklin

Character
Benjamin Franklin: A colonial leader who was also an inventor and scientist

Early Years

Personal Life During the American Revolutionary War

Description of Achievement(s) Before, During, and After the Revolution

Factual Information to Make the Movie More Interesting

Character Traits Needed to Portray Benjamin Franklin

Recommendations for Actors to Play the Role of Benjamin Franklin
PATRICK HENRY

Character
Patrick Henry: A Virginia political leader who expressed his patriotism with passionate speeches

Early Years

Personal Life During the American Revolutionary War

Description of Achievement(s) Before, During, and After the Revolution

Factual Information to Make the Movie More Interesting

Character Traits Needed to Portray Patrick Henry

Recommendations for Actors to Play the Role of Patrick Henry
PAUL REVERE

Character

Paul Revere: A silversmith who became a Patriot and a Son of Liberty

Early Years

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Personal Life During the American Revolutionary War

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Description of Achievement(s) Before, During, and After the Revolution

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Factual Information to Make the Movie More Interesting

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__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Character Traits Needed to Portray Paul Revere

__________________________________________________________________________________

__________________________________________________________________________________

Recommendations for Actors to Play the Role of Paul Revere

__________________________________________________________________________________
Thomas Jefferson

Character
Thomas Jefferson: Main author of the Declaration of Independence

Early Years

Personal Life During the American Revolutionary War

Description of Achievement(s) Before, During, and After the Revolution

Factual Information to Make the Movie More Interesting

Character Traits Needed to Portray Thomas Jefferson

Recommendations for Actors to Play the Role of Thomas Jefferson
CRISPUS ATTUKS

Character

Crispus Attucks: The first person to be killed for American Independence

Early Years

Personal Life During the American Revolutionary War

Description of Achievement(s) Before, During, and After the Revolution

Factual Information to Make the Movie More Interesting

Character Traits Needed to Portray Crispus Attucks

Recommendations for Actors to Play the Role of Crispus Attucks
NANCY HART

Character
Nancy Hart: A Patriot and spy for the Continental army

Early Years

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Personal Life During the American Revolutionary War

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Description of Achievement(s) Before, During, and After the Revolution

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Factual Information to Make the Movie More Interesting

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Character Traits Needed to Portray Nancy Hart

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Recommendations for Actors to Play the Role Nancy Hart

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BENEDICT ARNOLD

Character

Benedict Arnold: Former officer in the Continental army who turned against the Americans and joined the British army

Early Years

Personal Life During the American Revolutionary War

Description of Achievement(s) Before, During, and After the Revolution

Factual Information to Make the Movie More Interesting

Character Traits Needed to Portray Benedict Arnold

Recommendations for Actors to Play the Role of Benedict Arnold
Thomas Gage

Character

Thomas Gage: Head of the British army in North American and colonial governor of Massachusetts

Early Years

Personal Life During the American Revolutionary War

Description of Achievement(s) Before, During, and After the Revolution

Factual Information to Make the Movie More Interesting

Character Traits Needed to Portray Thomas Gage

Recommendations for Actors to Play the Role of Thomas Gage
Charles Cornwallis

Character

Charles Cornwallis: British general who surrendered at the Battle of Yorktown

Early Years

Personal Life During the American Revolutionary War

Description of Achievement(s) Before, During, and After the Revolution

Factual Information to Make the Movie More Interesting

Character Traits Needed to Portray Charles Cornwallis

Recommendations for Actors to Play the Role of Charles Cornwallis
The Revolutionary War

Who Has, I Have...Activity

• Copy the cards on cardstock and laminate, if possible. This will ensure years of use.
• Cut the cards apart and shuffle them.
• Distribute one card to each student. If there are more cards than students, allow some students to have more than one card. All cards must be used.
• When all cards have been distributed, the student holding the card that reads / have the first card begins the activity by reading the question on the bottom of the card.
• The student holding the card with the correct answer then reads the answer, I have (fill in the blank.) and then asks the question at the bottom of the card.
• Play continues until the activity comes back to the original first card.
• If an incorrect answer is given, this would be an excellent opportunity to discuss the question and why the answer given might not be the best one. Next, locate the student with the correct answer and allow play to continue.
• Make an extra copy of the uncut card pages to use as an answer key.
<table>
<thead>
<tr>
<th>I have the first card.</th>
<th>I have the Battle of Saratoga.</th>
<th>I have loyalist.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has the &quot;Turning Point of the War?&quot;</td>
<td>Who has someone loyal to King George III?</td>
<td>Who has a document signed on July 4, 1776?</td>
</tr>
<tr>
<td>I have the Declaration of Independence.</td>
<td>I have the Boston Massacre.</td>
<td>I have the Townsend Acts.</td>
</tr>
<tr>
<td>Who has the event where Crispus Attucks was the first to die?</td>
<td>Who has the act that placed taxes on lead, glass, tea, and paint?</td>
<td>Who has the last battle of the Revolutionary War?</td>
</tr>
<tr>
<td>I have the Battle of Yorktown.</td>
<td>I have the the Committees of Correspondence.</td>
<td>I have the Proclamation of 1763.</td>
</tr>
<tr>
<td>Who has colonists who wrote letters to plan with other colonies?</td>
<td>Who has lands west of the Mississippi River reserved for Native Americans?</td>
<td>Who has the event where 342 chests of tea were dumped into the harbor?</td>
</tr>
</tbody>
</table>
The Revolutionary War - Who Has, I Have... Cards

I have the Boston Tea Party.

Who has the event where the British were sent to help the colonists fight French troops?

I have The French and Indian War.

Who has a law where colonists were forced to feed and house British soldiers?

I have the Quartering Act.

Who has the battle of the famous "shot heard 'round the world?"

I have the Battle of Lexington and Concord.

Who has the first major battle of the Revolutionary War?

I have the Battle of Bunker Hill.

Who has the German soldiers Washington and his troops surprised after crossing the Delaware River?

I have the Hessians.

Who has the law that put a high tax on tea leading to the Boston Tea Party?

I have the Tea Tax.

Who has the document which ended the Revolutionary War?

I have The Treaty of Paris.

Who has the reason colonists were upset about being unfairly taxed?

I have no taxation without representation.

Who has the war between the colonies and the British?
The Revolutionary War - Who Has, I Have... Cards

I have the Revolutionary War.  
Who has the law that placed a tax on almost all paper items?

I have the Stamp Act.  
Who has the name of the colonists who wanted to go to war against the British?

I have the law that placed a tax on almost all paper items?  
Who has the way British troops kept any ships from entering or leaving Boston Harbor?

I have blockade.  
Who has the series of laws Parliament passed after the Boston Tea Party?

I have Thomas Jefferson.  
Who has the person who wrote the Declaration of Independence?

I have The Intolerable Acts.  
Who has the peaceful way to protest by refusing to buy items?

I have boycotting.  
Who has the series of laws Parliament passed after the Boston Tea Party?

I have neutral.  
Who has the person who signed his name large enough the King could read it without his glasses?

I have John Hancock.  
Who has the first card?

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Revolutionary Road
(Board Game)

Materials: Game Board / 1 dice per group / 1 token per person
Players: 2 or more players

How to Play Revolutionary Road

1. Shuffle the game cards.
2. Place the cards on the correct space of the game board.
3. Players will take turns rolling the dice and moving the correct number of spaces.
5. Symbols (the triangle, the star, and the rhombus) are safe to land on unless a player draws a card with a specific direction.
6. If the player must move his/her card backwards a certain amount of spaces, once the player lands on the Start space, the turn is complete. For example, if a card directs a player to move backwards 4 spaces and the player lands on the Start space after moving backwards 2 spaces, the turn is complete.
7. If there is a dispute over the answer to a question on a card, the teacher will supply an answer key.
8. The object is to be the first to cross the finish line. A player needs to roll an exact number to enter the finish line. For example, if a player needs exactly 4 spaces to land on the finish line, and a 6 is rolled, the player must wait until the next turn to roll again.
9. If all cards are used, shuffle the Discard Pile, and continue with the game.

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What peaceful way did colonists refuse to buy English tea?
**Correct:** Move forward 1 space.
**Incorrect:** Move to the Start space.

The first signer of the Declaration of Independence.
**Correct:** Move forward 2 spaces.
**Incorrect:** Move back 2 spaces.

The amount of tea dumped into the Boston Harbor.
**Correct:** Move forward 1 space.
**Incorrect:** Move back 2 spaces.

To stop ships from entering or leaving a harbor.
**Correct:** Move forward 3 spaces.
**Incorrect:** Move backward to the nearest red space.

Move your token to the

Move your token to the

Move your token to the

Move your token to

Start

When was the Declaration of Independence signed?
**Correct:** Move forward 1 space.
**Incorrect:** Move back 4 spaces.

Who was the writer of the Declaration of Independence?
**Correct:** Move forward to the next white space.
**Incorrect:** Move back 3 spaces.

Who led the Sons of Liberty?
**Correct:** Move forward 4 spaces.
**Incorrect:** Move back 3 spaces.

The name of the British government.
**Correct:** Move forward 1 space.
**Incorrect:** Move back 3 spaces. Remain on this space.

The player to the right of you will move their token back 3 spaces.

The player to the right of you will move their token forward 3 spaces.

The player to the left of you will move their token back 3 spaces.

The player to the left of you will move their token forward 3 spaces.
A law which placed a tax on most paper products. **Correct:** Move forward 2 spaces. **Incorrect:** Move to the Start space.

What was the name of the King of England? **Correct:** Move forward 1 space. **Incorrect:** Move back 1 space.

The name of the colonists who were loyal to the king. **Correct:** Move forward 1 space. **Incorrect:** Move back 3 spaces.

Taxed lead, paint, glass, and tea. **Correct:** Move forward to the nearest red space. **Incorrect:** Move back 3 spaces.

Move your token to the

Move your token to the

Move your token to the

Move your token to

How many parts are included in the Declaration of Independence? **Correct:** Move forward 1 space. **Incorrect:** Move back 2 spaces.

The name of the first person to die in the Revolutionary War. **Correct:** Move forward 2 spaces. **Incorrect:** Move forward 3 spaces. **Incorrect:** Move back 3 spaces.

The act which placed a heavy tax on imports coming to the colonists. **Correct:** Move forward 3 spaces. **Incorrect:** Move back 3 spaces.

The first major battle of the Revolutionary War. **Correct:** Move forward to the nearest blue space. **Incorrect:** Move back 3 spaces. **Incorrect:** Remain on this space.

The player to the right of you will move their token back 1 space.

The player to the right of you will move their token forward 1 space.

The player to the left of you will move their token back 1 space.

The player to the left of you will move their token forward 1 space.
Which battle marked the beginning of the Revolutionary War?  
**Correct**: Move forward 3 spaces.  
**Incorrect**: Move to the Start space.

Which act led to the Boston Tea Party?  
**Correct**: Move forward 1 space.  
**Incorrect**: Move back 1 space.

Which document ended the Revolutionary War?  
**Correct**: Move forward to the nearest red space.  
**Incorrect**: Move back 2 spaces.

The commander of the Continental army  
**Correct**: Move forward 1 space.  
**Incorrect**: Move back 4 spaces.  

The British Commander at the Battle of Yorktown.  
**Correct**: Move forward 1 space.  
**Incorrect**: Move back 3 spaces.

Colonists who supported the war with the British.  
**Correct**: Move forward 1 space.  
**Incorrect**: Move back 1 space.

The turning point of the war.  
**Correct**: Move forward to the nearest white space.  
**Incorrect**: Move back 1 space.

A letter sent to the king asking for peace.  
**Correct**: Move forward 2 spaces.  
**Incorrect**: Remain on this space.

The player to the right of you will move their token back 1 space.

The player to the right of you will move their token forward 1 space.

The player to the left of you will move their token back 1 space.

The player to the left of you will move their token forward 1 space.
Move your token to the

The last major battle of the Revolutionary War.

Correct: Move forward 1 space.
Incorrect: Move back 1 space.

Move your token to the

What country aided the colonists after Saratoga?

Correct: Move forward to the nearest red space.
Incorrect: Move back 3 spaces.

Move your token to the

Move your token forward to the nearest red space.

Correct: Move forward 3 spaces.
Incorrect: Move back 1 space.

Move your token to the

Move your token to the

Move your token to the same space as the nearest token of another player.

Correct: Move forward 1 space.
Incorrect: Move back 2 spaces.

Move your token to the

Under the Quartering Act, who did colonists have to feed and house?

Correct: Move forward 1 space.
Incorrect: Move back 2 spaces.

Move your token to the

Who won the Revolutionary War?

Correct: Move forward 3 spaces.
Incorrect: Move back 1 space.

Move your token to the

Move your token backwards to the same space as the nearest token of another player.

Roll Again!

Move back 2 spaces and draw another card. Follow the directions on the card.

Roll Again!

Move backward 1 space and draw another card. Follow the directions on the card.

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<table>
<thead>
<tr>
<th>Card 1</th>
<th>Boycotting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card 2</td>
<td>John Hancock</td>
</tr>
<tr>
<td>Card 3</td>
<td>342 Chests</td>
</tr>
<tr>
<td>Card 4</td>
<td>Blockade</td>
</tr>
<tr>
<td>Card 5</td>
<td>July 4, 1776</td>
</tr>
<tr>
<td>Card 6</td>
<td>Thomas Jefferson</td>
</tr>
<tr>
<td>Card 7</td>
<td>Sam Adams</td>
</tr>
<tr>
<td>Card 8</td>
<td>Parliament</td>
</tr>
<tr>
<td>Card 9</td>
<td>Stamp Act</td>
</tr>
<tr>
<td>Card 10</td>
<td>King George III</td>
</tr>
<tr>
<td>Card 11</td>
<td>Loyalists</td>
</tr>
<tr>
<td>Card 12</td>
<td>Townsend Acts</td>
</tr>
<tr>
<td>Card 13</td>
<td>Four</td>
</tr>
<tr>
<td>Card 14</td>
<td>Crispus Attucks</td>
</tr>
<tr>
<td>Card 15</td>
<td>Sugar Act</td>
</tr>
<tr>
<td>Card 16</td>
<td>Battle of Bunker Hill</td>
</tr>
<tr>
<td>Card 17</td>
<td>Lexington and Concord</td>
</tr>
<tr>
<td>Card 18</td>
<td>Tea Act</td>
</tr>
<tr>
<td>Card 19</td>
<td>Treaty of Paris</td>
</tr>
<tr>
<td>Card 20</td>
<td>George Washington</td>
</tr>
<tr>
<td>Card 21</td>
<td>(Charles) Cornwallis</td>
</tr>
<tr>
<td>Card 22</td>
<td>Patriots</td>
</tr>
<tr>
<td>Card 23</td>
<td>Battle of Saratoga</td>
</tr>
<tr>
<td>Card 24</td>
<td>Olive Branch Petition</td>
</tr>
<tr>
<td>Card 25</td>
<td>Battle of Yorktown</td>
</tr>
<tr>
<td>Card 26</td>
<td>France</td>
</tr>
<tr>
<td>Card 27</td>
<td>British Soldiers</td>
</tr>
<tr>
<td>Card 28</td>
<td>The Colonists</td>
</tr>
</tbody>
</table>
American Revolutionary War

Task Card Directions

Materials
Task Cards (24)
Recording Sheet
Answer Key

Use the recording sheet to answer each of the task cards.

The answer key can be used to check the recording sheet.
Commander of the Continental Army
a. General Thomas Gage
b. General George Washington
c. General Charles Cornwallis
d. General William Prescott

Decided to form an army to fight for independence from Britain
a. Committees of Correspondence
b. First Continental Congress
c. Second Continental Congress
d. Parliament

The place where George Washington and his troops spent the winter of 1777
a. Valley Forge
b. Trenton
c. Yorktown
d. Saratoga

The battle that became the “turning point of the war”

Native Americans
a. fought only for the British
b. fought only for the Patriots
c. some fought for the British and some for the Patriots
d. did not fight at all

The Shot Heard ‘Round the World
a. Saratoga
b. Lexington/Concord
c. Bunker Hill
d. Trenton

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Revolutionary War: Task Cards

What was Quartering Act?

a. a tax on tea  
b. a tax on paper  
c. a law that forced colonists to house and feed British soldiers  
d. a tax on sugar  

First major battle of the Revolutionary War

a. Bunker Hill  
b. Saratoga  
c. Yorktown  
d. Trenton  

Document that ended the Revolutionary War

a. Declaration of Independence  
b. Committees of Correspondence  
c. The Townsends Acts  
d. The Treaty of Paris  

Crispus Attucks was the first person to die in the revolution.

a. Boston Massacre  
b. Boston Tea Party  
c. Valley Forge  
d. Bunker Hill  

Letters written and sent throughout the colonies on horseback

a. Declaration of Independence  
b. Committees of Correspondence  
c. Treaty of Paris  
d. Common Sense  

British general who surrendered to the Continental army at Yorktown

a. Crispus Attucks  
b. George Washington  
c. Thomas Gage  
d. Charles Cornwallis

http://www.teacherspayteachers.com/Store/Mrs-Cs-Classroom
Selected as the commander in chief of the Continental army.

a. General Thomas Gage  
b. General William Prescott  
c. General Charles Cornwallis  
d. General George Washington

What were the colonists most upset about before the Revolutionary War took place?

a. people loyal to the king  
b. having to pay taxes on imports  
c. taxation without representation  
d. tax on tea

What was the Stamp Act?

a. a tax on paper products  
b. a tax on sugar  
c. a tax on postage stamps  
d. a tax on tea

Name of the British government

a. Continental Congress  
b. Continental army  
c. Parliament  
d. Committees of Correspondence

Wanted goals met in a peaceful manner

a. Committees of Correspondence  
b. Declaration of Independence  
c. First Continental Congress  
d. Second Continental Congress

A document declaring independence from British rule

a. Declaration of Independence  
b. Townsend Acts  
c. Intolerable Acts  
d. Treaty of Paris

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**Loyalists**

a. supported the Revolutionary War
b. agreed with King George III
c. did not care if the colonies went to war or not
d. became Sons of Liberty

Card 19

**George Washington’s surprise attack on the Hessian soldiers**

a. Bunker Hill
b. Yorktown
c. Saratoga
d. Trenton

Card 20

**Traitor to the Continental army**

a. Thomas Gage
b. Benjamin Franklin
c. Benedict Arnold
d. King George III

Card 21

**Colonists who were ready to quickly grab their weapons and fight**

a. Minutemen
b. Continental army
c. British army
d. Sons of Liberty

Card 22

**Nicknamed Molly Pitcher**

a. Mary Ludwig Hayes
b. Nancy Hart
c. the daughters of liberty
d. the British army

Card 23

**Pamphlet written by Thomas Paine**

a. Declaration of Independence
b. Common Sense
c. Treaty of Paris
d. Committees of Correspondence

Card 24
Revolutionary War – Task Cards

Recording Sheet

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http://www.teacherspayteachers.com/Store/Mrs-Cs-Classroom
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Literature and The Revolutionary War

Many of the literature ideas and activities can be used separately without reading the recommended books.
George vs. George is far from being only about King George III and George Washington. This book tells the Revolutionary War tale from the beginning to the end of the war. There are many interesting facts throughout the book. It relates several of the major battles, including George Washington crossing the Delaware River. This is a picture book but, has much reading in it. More than likely it will not be a book which may be read in one academic sitting, whether read aloud by the teacher or at a seat by students. The information holds students attention. However, there are two pages, pp. 48-49 which may be a bit graphic for younger students. I, personally, skip a few words and read the pages since they contain facts students are interested in.
George vs. George

Compare and contrast King George III and George Washington.

Information About King George III

Information About George Washington

King George

George Washington

Both
Directions: Draw a picture of the British soldiers or the Continental army during a battle of the Revolutionary War. The picture could be on land or water, on flat fields on a sunny day, or in the woods during a snow storm. Simply use your imagination to create an illustration Rosalyn Schanzer, the author of George vs. George, would be proud to include in her book.
Jean Fritz mentions in her book, *Will You Sign Here, John Hancock?* a Dangerous Americans list King George III made. Whoever was put on the list was considered by King George III to be a traitor to England. Many of the patriots that Americans consider as heroes were placed on this list. Pick one of your favorite American Patriots and make a *Wanted* poster of this person. The poster does not have to be only of John Hancock since many patriots were put on the king’s list. Draw a picture of the person you choose in the square and write a brief description of their “crimes.” Name the person and make up a reward amount for the capture of this person. You will need the background of these patriots or may want to research a particular patriot.

***This activity may be completed without reading the book, *Will You Sign Here John Hancock?*

Optional: Students might enjoy researching the consequences of being a traitor during the Revolutionary War and writing a paper to present to the class.
DEAD OR ALIVE

Name

___________________________________

Reason

___________________________________

___________________________________

$________________________

REWARD

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“What Do I Know About King George?”

Graphic Organizer

Students will make their own graphic organizer or use the one I have included for this book. Students will fill out the left side of the graphic organizer before the book is read. The right side will be completed after reading the book.

“A Good King Should…” Activity

Students will think of three more rules a good king should follow and illustrate each one.

“Hear Ye!  Hear Ye!  I Quit!”

Near the end of Can’t You Make Them Behave, King George? the king thinks seriously of abdicating the throne and even drafts a letter to announce his intent. According to Jean Fritz, he decides differently and puts the announcement back in his desk. Explain what abdicate means, and allow students to write an abdication announcement for King George III on the provided handout.
Can’t You Make Them Behave, King George?

What do I know about King George III?

<table>
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<th>Before I read the book...</th>
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Hear Ye! Hear Ye! I Quit!

To: Parliament
November _______, 1781
Time: _______

I, King George III, am officially fed up with recent events and am turning in my resignation. Good luck in finding someone as moral and thoughtful as myself. Below are some, but not all, of my reasons for wishing to abdicate the throne.

1. _____________________________________________
2. _____________________________________________
3. _____________________________________________
4. _____________________________________________
5. _____________________________________________

Furthermore, I would simply like to remind Parliament of all the good traits I have which have gone unappreciated in recent years. They are as follows: __________________, __________________, __________________, __________________, __________________

Sincerely,
Your Soon-to-be Ex-King,
Can’t You Make Them Behave, King George?

Think of three more rules a good king should follow. Write each rule, then illustrate.

A Good King Should...

Rule 1

________________________________

________________________________

________________________________

________________________________

Illustrate

Rule 2

________________________________

________________________________

________________________________

________________________________

Illustrate

Rule 3

________________________________

________________________________

________________________________

________________________________

Illustrate
Activity 1: In the front of the book, before beginning her story, *Revolutionary War on Wednesday*, the author, Mary Pope Osborne, writes a letter to her readers. In this letter she explains the front cover of the book which has a famous painting of George Washington crossing the Delaware River. Although it is an inspiring illustration, she points out the mistakes made in the picture, such as the American flag on the boat was not even designed until after George Washington crossed the Delaware River.

Have students think of an event which has been studied during the unit on the Revolutionary War and illustrate this event on the included handout. Along with the factual drawings, students will make illustrations with errors. When everyone has completed drawing an event, allow students to exchange papers and find, circle, and explain the errors in the illustrations. Use the included handout with error headings 1-4, for the explanations.

Activity 2: In the book, Annie and Jack are very impressed with George Washington. They understand the contribution he made to the Revolutionary War, and they recognize his contributions years before and following the war. Have students research George Washington and complete the included graphic organizer.

***The included worksheet, “The Battle of Trenton” also goes well with this book.***
Revolutionary War on Wednesday

Choose and illustrate an event which took place during the Revolutionary War. Making sure your illustration has 4 errors.

Exchange papers with another student who will find, circle, and explain the four errors.
Revolutionary War on Wednesday

List and explain the 4 errors of the illustration you checked.

Name of student illustrator: _____________________________________________
Write a biography about George Washington. Use the graphic organizer to record your research.

George Washington

1. **Years Married** __________________________
2. **To Whom** ____________________________
3. **Professions**
   - ______________
   - ______________
   - ______________
   - ______________
   - ______________
   - ______________
4. **3 Words to describe George Washington**
   - ______________
   - ______________
   - ______________
5. **Presidential Years**
   - ______________
   - ______________
   - ______________
   - ______________
   - ______________
   - ______________
   - ______________
6. **Military Accomplishments**
7. **Interesting Facts/Details**
   - ______________
   - ______________
   - ______________
   - ______________
   - ______________
   - ______________
8. **Father** ________________
9. **Mother** ________________
10. **# of Brothers & Sisters** ________________
11. **Died** ________________
12. **Born** ________________
13. **To Whom** ________________
14. **Years Married** ________________
What's the Big Idea, Ben Franklin
by Jean Fritz
Putnam Publishing Group, 1976

Ben Franklin and the Magic Squares
by Frank Murphy
Random House 2001

Both books, What's the Big Idea, Ben Franklin? and Ben Franklin and the Magic Squares relate the events and inventions in the life of a very interesting man. You can't go wrong with either of these books!

Activity 1: Magic Squares handout – Both books discuss Ben Franklin’s invention of the Magic Square puzzles. Students will problem solve to find the correct digits to the puzzles on the handout.

Activity 2: Both books discuss and illustrate several of Benjamin Franklin’s inventions. Use the handout “What a Bright Idea” and allow students to create an invention of their own.

Activity 3: Benjamin Franklin’s wise sayings are discussed in both books. Have students come up with their own sayings and write these down on paper. You might also have them illustrate these sayings. Once finished, collect the sayings and make a poster or booklet with a compilation of these sayings. (This activity includes no handout.)
Math Activity

Magic Squares

A Magic Square has the same sum no matter how the digits in the boxes are added. Fill in the blank squares in order for each row and column to add up to the same sum. The digits, even if added diagonally, will also add up to the same sum. We will call the sum of each row, column, or diagonal “the magic number.”

The magic number is 15.

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The magic number is 34.

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Math Activity

Magic Squares

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The magic number is 15.

\[
\begin{array}{ccc}
4 & 9 & 2 \\
3 & 5 & 7 \\
8 & 1 & 6 \\
\end{array}
\]

The magic number is 34.

\[
\begin{array}{cccc}
2 & 7 & 12 & 13 \\
16 & 9 & 6 & 3 \\
5 & 4 & 15 & 10 \\
11 & 14 & 1 & 8 \\
\end{array}
\]
What a Bright Idea!

Ben Franklin created a number of interesting inventions. It's now your turn to create a modern day invention. Think of an idea that would be useful and interesting at the same time.

Illustration of Your New Invention

Features of the New Invention

Name of Invention: _______________________

Describe This Invention

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________
American Revolutionary war coloring pages
The Revolutionary War
British Soldier
George Washington
King George III
Thomas Jefferson
John Hancock
Thomas Paine
general cornwallis
End of unit Assessment
American Revolutionary War Assessment

Circle the letter of the best answer.

1. What upset the colonists the most about the new taxes?
   a. Colonists could not afford the taxes.
   b. Parliament only taxed the poor colonists.
   c. There was no representation to help decide the taxes.
   d. The British soldiers living in Boston did not have to pay taxes.

2. The first shot of the Revolutionary War is referred to as “the shot heard 'round the world.” Where was this shot fired?
   a. Bunker Hill
   b. Yorktown
   c. Valley Forge
   d. Lexington

3. General George Washington and his troops spent the winter of 1777 at this place.
   a. Yorktown
   b. Valley Forge
   c. Lexington
   d. Bunker Hill

4. This king and Parliament taxed the colonies to help pay for the French and Indian War. What was the king's name?
   a. King George III
   b. King Charles II
   c. King Ferdinand
   d. King Louis IV

5. This individual began fighting with the Patriots. He later switched to the side of the British in exchange for money and a higher ranking.
   a. Crispus Attucks
   b. Benedict Arnold
   c. Thomas Paine
   d. Paul Revere

6. ____________ True or False: Boycott means to write a petition.

7. ____________ True or False: Thomas Paine wrote Common Sense.
8. This forced colonists to provide housing, food, and supplies to British soldiers staying in Boston, Massachusetts after the French and Indian War.  

9. This placed a tax on many goods coming to the colonies. It was the first tax placed on the colonists.  

10. This law closed Boston Harbor until all the money from the tea dumped into the harbor was paid.  

11. Five colonists were killed, including Crispus Attucks.  

12. The British East India Company was allowed to sell tea in the colonies for a very low price, although the tax on the tea was high.  

13. Some colonists dressed up as Native Americans and dumped British tea chests in the harbor.  

14. This placed taxes on items such as lead, paint, glass, and tea.  

15. A tax was placed on most paper goods.  

16. Which document stated that the colonies were free from British rule?  
   a. Treaty of Paris  
   b. The Stamp Act  
   c. The Declaration of Independence  
   d. The Olive Branch Petition  

17. Which document ended the Revolutionary War?  
   a. Treaty of Paris  
   b. The Stamp Act  
   c. The Declaration of Independence  
   d. The Olive Branch Petition
18. General Cornwallis surrendered at this battle. _________________________

19. The first fighting occurred here. The shot heard 'round the world was used to describe this event. ________________________________________

20. General George Washington crossed the Delaware River and surprised the Hessian soldiers hired by the British. ______________________________

21. The first major battle of the Revolutionary War. ____________________________________________

22. The turning point of the war. ____________________________________________

23. List 3 different causes of the Revolutionary War other than taxes.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

24. Why did the Proclamation of 1763 anger the colonists?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
25. How did the Committees of Correspondence bring the 13 colonies together?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

26. What were the British trying to find at Lexington and Concord?
Explain what happened.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

27. Explain what happened at the Battle of Yorktown. Include details about the geography of the land, the actual battle, names of the generals, allies of the Continental army, and which side won the victory.
______________________________________________________________________________
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American Revolutionary War
Assessment

1. c
2. d
3. b
4. a
5. b
6. False
7. True
8. Quartering Act
9. Sugar Act
10. Intolerable Acts
11. Boston Massacre
12. Tea Tax
13. Boston Tea Party
14. Townsend Acts
15. Stamp Act
16. c
17. a
18. Yorktown
19. Lexington and Concord
20. Trenton
22. Saratoga
23. Answer will vary. Answers could include the Quartering Act, the blockade of Boston Harbor, no representation in Parliament, and the Proclamation of 1763.

24. Answers will vary. Answers could include that the Proclamation of 1763 ordered for colonists that had settled in the western lands to leave, the land was given to the Native Americans, and the king gave British colonial governors greater control over the colonists.

25. Answers will vary. Answers could include that the Committees of Correspondence made it possible for colonists to communicate with each other and organize and make plans as to what to do about the British government treating the colonists unfairly.

26. Answers will vary. Lexington: The British were trying to find Samuel Adams and John Hancock to arrest them. Paul Revere and William Dawes rode out in the night and warned the men of the British plan. The British did not find the men, but the first shots of the Revolution were fired. Concord: The British were trying to find weapons. The weapons were moved before the British soldiers arrived. The Minutemen fired at the British as they marched back to Boston.

27. Answers will vary. This was the last major battle of the Revolutionary War. General George Washington led the Continental army and General Charles Cornwallis led the British army. General Cornwallis moved his troops to Yorktown, a place that was surrounded by water on three sides, (peninsula). This was a mistake. The Continental army and their French allies surrounded the British on land. The French navy surrounded and blockaded the waterways. The British were cut off from ships delivering supplies and troops. General Cornwallis was left with no choice but to surrender.
Images Of The Revolutionary War
George Washington

Commander of the Continental Army
King George III

The British King
Boston Massacre

First Colonial Deaths of the Revolution
Boston Tea Party

Sons of Liberty
The American Revolutionary War
Battle of Bunker Hill
1st Major Battle of the Revolutionary War
The Battle of Trenton

Crossing the Delaware River
Signing the Declaration of Independence

July 4, 1776
Battle of Yorktown

Last Major Battle of the Revolution
Revolutionary War Vocabulary

Wall
ally

Benedict Arnold
Benjamin Franklin

blockade
Boston Massacre

Boston Tea Party

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boycott

Bunker Hill
Charles Cornwallis

colonist
Committees of Correspondence

Continental army
Crispus Attucks

Declaration of Independence
First Continental Congress

French and Indian War
France

George Washington
Hessians

independence
Intolerable Acts

John Adams
John Hancock

King George III
Lexington
And
Concord

liberty
Loyalist

Mary Ludwig Hays
Minutemen

Nancy Hart
neutral

olive branch
Parliament

Patrick Henry
Patriot

Phillis Wheatley
Paul Revere

petition
Proclamation of 1763

protest
Quartering Act

repeal
representation

revolution
Samuel Adams

Saratoga
Second Continental Congress

Sons of Liberty
Stamp
Act

Sugar
Act
tax collector
taxation
Tea
Act

Thomas
Gage
Townsend Acts

traitor
treason

Treaty of Paris
Trenton

Valley Forge
Yorktown
Acts
Battles
Documents
Events
People
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