

# Revolutionary War Unit Lesson Plans

Created by

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June 26, 2003



# Revolutionary War Unit

Day	Lesson (and links to useful websites)	Activity	Materials	Assessment	Blooms Tie in MI tie in
	<b>Causes of conflict between England and the colonies</b>				
1	Conflicting world views England=cash cow Colonies=Englishmen with all rights and privileges			none	Knowledge  Verbal
2	Remote Control New, Young king(Oct 1760) Taxes to pay for French & Indian war	<a href="#">Remote Control</a>	Cooperative classroom and a telephone or email link		Comprehension  Inter personal
3	Taxes American Revenue Act "Sugar Act" 1764 Stamp Act Quartering Act Boston Massacre Townsend Acts (tea tax remain) Intolerable Acts	<a href="#">Tax Game</a>	Bag of Candy pieces	In Class Discussion	Application  Interpersonal, mathematical
4	Son's of Liberty <a href="http://earlyamerica.com/review/fall96/sons.html">http://earlyamerica.com/review/fall96/sons.html</a>	<a href="#">Join or die</a>	Art materials		Knowledge Synthesis  Visual spatial
5	Boycott of English Goods	<a href="#">What can you do without ?</a>			Application and Analysis  Intra personal
6	Boston Tea Party	<a href="#">Tea Tasting Party</a>	Various herbal teas Crumpets Scones Crackers, etc	Opinion Poll completion	Comprehension, application and analysis  Kinesthetic naturalist

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	<b>Individual Contributions</b>				
7	<p>James Otis 1765  <a href="http://teachingamericanhistory.org/library/index.asp?document=267">http://teachingamericanhistory.org/library/index.asp?document=267</a></p> <p>Patrick Henry 1765  <a href="http://www.historyroom.com/lf%20This%20Be%20Treason.htm">http://www.historyroom.com/lf%20This%20Be%20Treason.htm</a></p> <p>Isaac Sears 1766  <a href="http://www.earlyamerica.com/review/2003_summer_fall/NYC.htm">http://www.earlyamerica.com/review/2003_summer_fall/NYC.htm</a></p> <p>Samuel Adams 1766  Letters from a farmer aka "circular letter"</p> <p>Nathan Hale  <a href="http://www.earlyamerica.com/review/2001_summer_fall/n_hale.html">http://www.earlyamerica.com/review/2001_summer_fall/n_hale.html</a></p> <p>Paul Revere  <a href="http://www.paulreverehouse.org/paul.html">http://www.paulreverehouse.org/paul.html</a>  Calculate his distance  <a href="http://www.paulreverehouse.org/midnight.html">http://www.paulreverehouse.org/midnight.html</a></p> <p>George Washington  <a href="http://www.whitehouse.gov/history/presidents/gw1.html">http://www.whitehouse.gov/history/presidents/gw1.html</a>  <a href="http://earlyamerica.com/series.html">http://earlyamerica.com/series.html</a></p> <p>Benedict Arnold  <a href="http://www.earlyamerica.com/review/fall97/arnold.html">http://www.earlyamerica.com/review/fall97/arnold.html</a>  <a href="#">Benedict's Letter to America</a></p>	Oral Report or PowerPoint presentation on one			<p>Synthesis and Evaluation</p> <p>Inter and Intra Personal, Linguistic</p>

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	<b>Major events of the Revolutionary War</b>				
8	French and Indian War – 7 years of fighting  Continental congress Concord – Shot heard round the world <a href="http://www.hoover.archives.gov/exhibits/RevAmerica/3-When/Shot.htm">http://www.hoover.archives.gov/exhibits/RevAmerica/3-When/Shot.htm</a>  Early Battles	Memorize “ <a href="#">Concord Hymn</a> or <a href="#">Midnight Ride of Paul Revere</a> ”			Knowledge  Musical
9	<b>Declaration of Independence</b> Signers of Declaration of Independence  <a href="http://www.constitutioncenter.org/education/LessonPlans/asset_upload_file6_1389.doc">http://www.constitutioncenter.org/education/LessonPlans/asset_upload_file6_1389.doc</a> <a href="http://www.constitutioncenter.org/education/LessonPlans/asset_upload_file25_1389.doc">http://www.constitutioncenter.org/education/LessonPlans/asset_upload_file25_1389.doc</a>	Oral or PowerPoint presentation on one			All Taxonomy levels  Verbal Linguistic, Inter and Intra personal
10	Valley Forge <a href="http://www.whitehouse.gov/kids/timeline/spy.html">http://www.whitehouse.gov/kids/timeline/spy.html</a>	Make Hardtack for lunch <a href="#">Directions</a>	Flour, Water, Salt and a warm oven		Comprehension and Application  Naturalist  Application  Kinesthetic
11	The world turned upside down <a href="http://www.cvesd.k12.ca.us/finney/paulvm/h5_musicfrmset.html">http://www.cvesd.k12.ca.us/finney/paulvm/h5_musicfrmset.html</a>	Sing several songs to <a href="#">Midi files</a>  Write your own verse to a RW era song.	Paper Pencil	Present to Class	Synthesis  Musical Linguistic

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12	<b>Problems of Government and economy under Articles of Confederation</b> <a href="http://earlyamerica.com/earlyamerica/milestones/articles/index.html">http://earlyamerica.com/earlyamerica/milestones/articles/index.html</a> <a href="http://www.timepage.org/spl/13colony.html">http://www.timepage.org/spl/13colony.html</a>	Each student research a state to represent at a classroom Constitutional Convention	<a href="#">Original Colony data,</a>  Original Text <a href="http://www.usconstitution.net/articles.html">http://www.usconstitution.net/articles.html</a>		All levels of Blooms Taxonomy   All Multiple Intelligences – emphasis on linguistic and intra/Inter personal
13	<b>Constitutional Convention</b>	1- Recreate the Constitutional Convention in your classroom and argue for your state's rights 2 – Illustrate and post the major points of the constitution in your classroom 3- Illustrate and post a copy of the 10 commandment in your room.	<a href="#">Contemporary accounts of Original Constitutional Convention</a>  Imagination Paper	Neatness completeness of material	All Levels of Blooms Taxonomy  Inter and Intra personal  Visual Spatial  Kinesthetic  Mathematical (measuring out lines, spaces, calculating materials needed)
14	<b>Constitution compared with 10 Commandments</b>	Class Discussion Which is better? Why?	Imagination, chalkboard and chalk	Credit for completion only	All levels of Bloom  Verbal-Linguistic and Inter/Intra personal

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15	<b>Bills of Rights</b> US BOR <a href="http://www.law.cornell.edu/constitution/constitution.billofrights.html">http://www.law.cornell.edu/constitution/constitution.billofrights.html</a> UK BOR <a href="http://www.law.cornell.edu/constitution/constitution.billofrights.html">http://www.law.cornell.edu/constitution/constitution.billofrights.html</a>	Choose one of these activities to compare the English and USA Bills of Rights: <a href="http://www.lva.lib.va.us/whatwedo/k12/bor/teachact.htm">http://www.lva.lib.va.us/whatwedo/k12/bor/teachact.htm</a>	Reference materials  Copies of US and UK Bills of Rights (see links at left)	Points based on Student's comprehensiveness – Mention at least 10 similarities and 3 differences	All Levels of Bloom  Linguistic and Intra / Inter Personal
16	<b>Philosophies of Jefferson and Hamilton and formation of political parties</b>  Short easy to understand history: <a href="http://www.mrburnett.net/jeffvalex.html">http://www.mrburnett.net/jeffvalex.html</a>  List of modern parties <a href="http://www.historyguy.com/Politicalparties.html">http://www.historyguy.com/Politicalparties.html</a>	Research modern political parties and choose one for purposes of class discussion on the topic of "Why do we have so many Political Parties?"	Imagination  Software for evaluating platforms can be found at: <a href="http://www.neffaith.addr.com/ev7party.htm">http://www.neffaith.addr.com/ev7party.htm</a>	Grade for participation and depth of preparation	All levels of Bloom  Intra / inter personal
17	<b>Concluding activities</b> Read and/or watch Johnny Tremain Complete Online Evaluation at <a href="http://www.pbs.org/ktca/liberty/game/index.html">http://www.pbs.org/ktca/liberty/game/index.html</a> Watch the PBS Series "Liberty!" together in class  Write a short drama of the Revolutionary War for presentation to the parents on Open House night.		Johnny Tremain  Internet access  "Liberty!" video		All levels of Bloom  Most MI

## Lesson 2 Activity

Contact another classroom. Ask this classroom to make rules for your room for one week. On Monday, the cooperating Classroom makes rules for you and asks your opinion of them.

On Tuesday, the cooperating class adjusts those rules according to the consultation and emails them to you.

On Wednesday and Thursday, the cooperating class simply adjusts the rules arbitrarily, with no consultation and emails the updates to you each day. (They can “tax” you by requesting extra assignments, etc)

On Friday, your class must decide if they want to have this class remote controlling them or not... and WHY.

Relate this to the situation of King George and the Colonies.

## Lesson 3 Activity

### The Tax Game

#### Instructions

Give each student 10 small pieces of candy such as Skittles.  
Tell them they are not to eat the candy until the activity is completed.

Appoint roles to three students. One is the King of England, one represents the Parliament, and one the tax collector. Students must pay the tax collector one piece of candy for possessing the following items:

Jeans

T shirts

Bibles

glasses

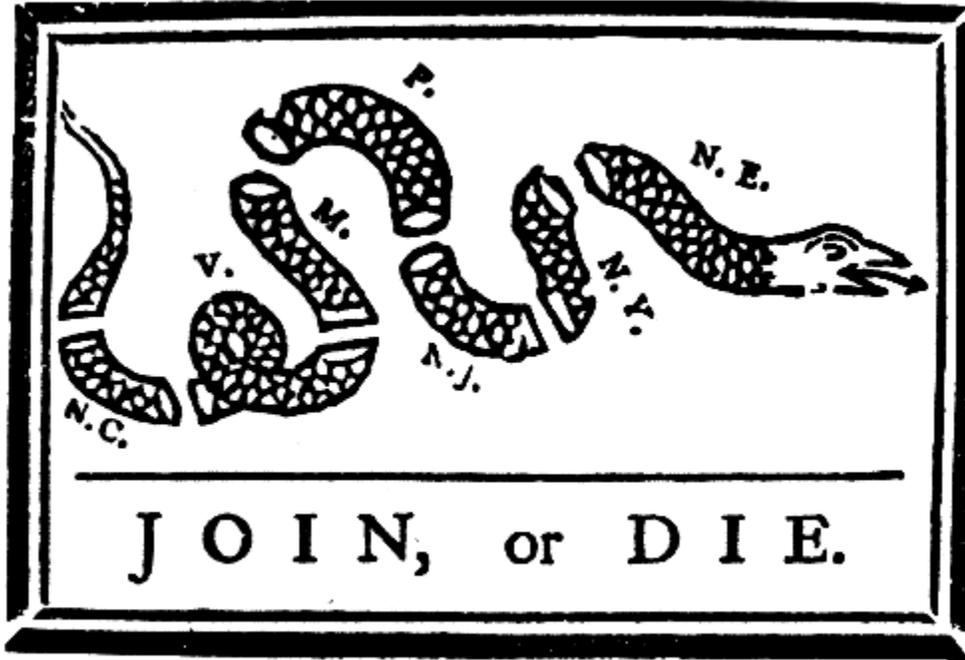
pens

After the tax collector collects the candy, he receives 10%. The tax collector gives 50% of the collected "taxes" to the representative from Parliament for running the Empire, and the King receives 40% of the "taxes". After all the taxes have been collected, discuss how the students feel. Then relate this back to the colonists

## Lesson 4 Activity

The Sons of Liberty had a slogan of “Join or Die” Which they illustrated with the following picture (also used on their unit flag).

Why do you think they used this picture? What were they trying to communicate?



Make a revolutionary war slogan of your own. Illustrate it with your own “flag”.

# Lesson 5 Activity

Vote

Could you live without these items if it was against your principles to pay a tax on them?

	Yes	No
Baseball		
basketball		
bicycle		
calculator		
CDs		
chips		
comic books		
computer		
dolls		
French fries		
gum		
hair dryer		
jeans		
jewelry		
pizza		
radio		
skateboard		
soap		
soda		
snowboard		
stuffed animals		
sunglasses		
tea		
television		

Write a paragraph describing how you would manage without your favorite food if King George decided to tax it.

# Lesson 6 Activity

## Tea Tasting Party

Opinion Poll

Instructions:

Brew 8 different herbal teas and pour into cups at 8 locations in the room. Ask the students to “taste test” each tea and rate the taste.

Please rate each tea you tried on a scale of 1 (terrible) through 5(terrific)

Tea #1	1	2	3	4	5
Tea #2	1	2	3	4	5
Tea #3	1	2	3	4	5
Tea #4	1	2	3	4	5
Tea #5	1	2	3	4	5
Tea #6	1	2	3	4	5
Tea #7	1	2	3	4	5
Tea #8	1	2	3	4	5

Determine the class favorite and discuss whether or not it would be worth paying a tax on it.

## Lesson 10 Activity

### Hardtack recipe

Mix flour and water with a pinch of salt together into a stiff dough.

Roll or cut into strips.

Bake at 300 degrees until hard.

# Revolutionary War Unit

## Useful Links for Teachers

The History Place

<http://www.historyplace.com/unitedstates/revolution/>

Liberty: the American Revolution

<http://www.pbs.org/ktca/liberty/>

National Discussions of our Revolutionary Origins

<http://revolution.h-net.msu.edu/>

From Revolution to Reconstruction

<http://odur.let.rug.nl/~usa/>

Spy Letters of the American Revolution

<http://www.si.umich.edu/spies/>

Virtual Marching Tour of the American Revolutionary War

<http://www.ushistory.org/march/>

Nathan Hale Schoolhouse

[http://www.ctssar.org/sites/e\\_haddam\\_hale\\_schoolhouse.htm](http://www.ctssar.org/sites/e_haddam_hale_schoolhouse.htm)

Thomas Paine's Tracts – The American Crisis

<http://libertyonline.hypermall.com/Paine/Crisis/Crisis-TOC.html>

American Revolution and it's Era

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

Timeline America during the revolution

<http://lcweb2.loc.gov/ammem/bdsds/timeline.html>

Women Soldiers in the American Revolutionary War

<http://userpages.aug.com/captbarb/femvets.html>

National Park Service Revolutionary Time Line

<http://www.nps.gov/revwar/>

War Hero Descendants

<http://www.rootsweb.com/~ars/index.htm>

American Revolutionary battles/wars

<http://www.usahistory.com/wars/amrevolt.htm>

1776-1783: Diplomacy of the American Revolution

[http://www.state.gov/www/about\\_state/history/time1.html](http://www.state.gov/www/about_state/history/time1.html)

Educational Reference site on all aspects of the American Revolutionary War, including Causes, Battles, People, Land, Indian Relations

<http://members.aol.com/TeacherNet/Revolutionarywar.html>

Enchanted Learning links for American Revolution

<http://search.enchantedlearning.com/cgi-bin/uncgi/search?key=american+revolution>

State Maps

<http://www.enchantedlearning.com/usa/statesbw/>

State Flag Printouts

<http://www.enchantedlearning.com/usa/flags/>

Click and drag map

[http://www.rethinkingschools.org/just\\_fun/games/mapgame.html](http://www.rethinkingschools.org/just_fun/games/mapgame.html)

RW Activities

[http://www.east-buc.k12.ia.us/WebQuest/rev\\_war.htm](http://www.east-buc.k12.ia.us/WebQuest/rev_war.htm)

Other Class makes rules

<http://www.carolhurst.com/subjects/ushistory/revolution.html>

RW Unit

[http://www.mce.k12tn.net/revolutionary\\_war/american\\_revolution.htm](http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm)

[http://www.mce.k12tn.net/specialed/activities/rev\\_war.htm](http://www.mce.k12tn.net/specialed/activities/rev_war.htm)

Causes of the RW

<http://www.multied.com/revolt/causes.html>

Liberty, the American Revolution

<http://www.pbs.org/ktca/liberty/>

Black soldiers in the AM Rev

[http://www.blackpatriots.org/  
www.pbs.org/wgbh/aia/part2/2h81.html](http://www.blackpatriots.org/www.pbs.org/wgbh/aia/part2/2h81.html)

Sample Lesson plan with Activities

<http://people2.clarityconnect.com/webpages4/kcarsons/oconunit/index.htm>

Education Planet

[http://www.educationplanet.com/articles/american\\_revolution.html#two](http://www.educationplanet.com/articles/american_revolution.html#two)

## **Books**

*Give Me Liberty! The Story of the Declaration of Independence*, Russell Freedman (Informational book)

*The Declaration of Independence: The Words that Made America*, Sam Fink (humorous picture book)

*We, the Kids*, David Catrow (Preamble to the Constitution picture book)

*Shhh! We're Writing the Constitution*, Jean Fritz (Informational book)

*...If You Were There When They Signed the Constitution*, Elizabeth Levy (Informational book)

*We the People*, Peter Spier

*My Brother Sam is Dead*

*Johnny Tremain*