

Unit 4/Week 1

Title: If You Lived at the Time of the American Revolution

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.9; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.7, W.5.8; SL.5.1, SL.5.5; L.5.1, L.5.2, L.5.4

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Understanding the historical impact of the American Revolution, involves the knowledge of the political, religious, social, and economic practices of the people before, during, and after the war.

Synopsis

In this expository text, the author provides important factual highpoints, influential people, and interesting morsels of information about colonial times before, during, and after the revolution.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.

2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
<p>The American Revolution was a war that established freedom for our country. What synonyms for “The American Revolution” are provided in the text? Locate a quote from page 289 to support your answer.</p>	<p>Page 288: The War of Independence and Revolution Page 289: Some call the revolution a “Civil War” because it was fought against people of the same country.”</p>
<p>The original 13 colonies were divided into three regions. What were the three regions? List the individual colonies located in each region.</p>	<p>New England Colonies: Massachusetts, New Hampshire, Rhode Island, and Connecticut. The Middle Colonies: New York, Pennsylvania, New Jersey, and Delaware. The Southern Colonies: Maryland, Virginia, North Carolina, South Carolina, and Georgia.</p>
<p>What were the three largest cities in the colonies? How did people travel between these cities?</p>	<p>Page: 289 Boston, New York, and Philadelphia People traveled between these cities by stagecoach or by ship. The Boston Post Road from Boston to Philadelphia was the main route.</p>
<p>Each of the three colonial regions was unique and provided natural resources common to their geographic location. These natural resources allowed the colonists an opportunity to produce valuable goods and services. Use the text to locate examples of products and services (jobs) produced in each region.</p>	<p>Page 290: New England Colonies produced goods such as shipbuilding, fishing, hunting whales, and building ships. Page 290: Middle Colonies were known for their agriculture. The region was perfect for growing many different kinds of crops, such as corn and wheat. The region grew so much wheat that it was called “the bread basket of the empire.” Page 290: Southern Colonies were known for their agriculture. The region was perfect for growing crops such as tobacco, rice, and indigo.</p>

<p>Reread page 291. What were some of the causes that led to the Revolutionary War?</p>	<p>Page: 291: The colonist grew tired of following England controlled everything like trade and they could not settle. The colonists had to pay taxes to the British government. The Stamp Act (1765) taxed items. This led to the Boston Tea Party on December 16, 1773. The British wanted to close the Boston Harbor.</p>
<p>What was the date when the American Revolution began? Where did the actual battle take place that started the war?</p>	<p>Page 292: British soldiers and Patriots fought the Battle of Concord Massachusetts on April 19, 1775. This started the American Revolution.</p>
<p>Reread pages 292-295. Loyalists and Patriots had very different opinions. How were they different? Provide multiple examples from the text to support your answer.</p>	<p>Loyalists, pages 292-293: About 1/3 of the colonists wanted to remain British citizens. They believed that the British king should rule the colonies and his laws were fair. They were loyal to the king in England. They were afraid of the British soldiers. They thought a government run by rich Patriots was better.</p> <p>Patriots, pages 294-295: These people were against the British. They wanted to remove the taxes placed on them. They did not want to be called "British American." Many people also supported the Continental Congress. They wanted to rule themselves. About 1/3 of the people living in the colonies were Patriots.</p>
<p>What are some synonyms for Loyalists? Who were they loyal to? What are synonyms for British Soldiers?</p>	<p>Page 292: Royalists, friends of the government, Friends, or Tories. They were loyal to the King. British Soldiers: Redcoats, Lobsterbacks.</p>
<p>Some of the 13 colonies maintained a higher percentage of loyalists than others colonies. Which colonies were more loyal to the king? Which colony was called the Tory capital of America?</p>	<p>Page 292: About 1/3 of the people living in the colonies wanted to remain citizens of England. Page 293: New York was the Tory capital. Delaware and the Southern Colonies also had a large number of loyalists.</p>
<p>Who are the Patriots? What are some synonyms for the word Patriots?</p>	<p>Page 294-95: People loyal to the freedom of the colonies. Page 294: Rebels, Liberty Boys, Sons or Daughters of Liberty, Revolution, Colonials, and Whigs.</p>

<p>Did everyone in the colonies get involved in the revolution? Provide examples from the text showing how or why people either became involved or avoided of the Revolutionary War.</p>	<p>Page 295: Some people tried to remain neutral and not get involved. Some were split because of differing views. Some religious people did not want to take a side or their beliefs did not allow it.</p> <p>Page 297: Women and children and their involvement in the war varied. Sixteen year-old boys joined the army, women were water girls helping the wounded, women were cooks, young boys played drums and bugles.</p>
<p>Reread page 298. Besides the colonists and the British, what other groups of people fought in the war? Why did these people fight in the war?</p>	<p>Page 298: Native Americans such as the Iroquois fought for the British. Thousands of African Americans fought for the British because they were tired of being treated poorly by the colonists. German soldiers called Hessians were hired by the British. Many colonists from England, Scotland, and Germany also fought for the British.</p>
<p>How did the colonists receive news about the war and what was happening in the other colonies?</p>	<p>Page 300: Some people hired riders to carry messages from one town to the next, other were sent by ship. News was also used to transport messages too! News was spread through newspapers and magazines. Books were also printed to share information about the war.</p>
<p>Reread pages 298-299. How did the Continental Congress deal with the cost of the war? How did this impact the exchange of money in the colonies?</p>	<p>The war was expensive and gold and silver were hard to find. So, the Continental Congress asked each state to contribute paper money. As a result, paper money lost its value. Much was printed and this led to inflation. It took 10 paper dollars to equal one gold dollar.</p>
<p>How did the Revolutionary War finally end?</p>	<p>Page 305: The British troops surrendered to the Continental Army. Then a Treaty of Paris identified America as a free country.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text	Page 291-tyranny Page 292-congress	Page-288-revolution Page 290- empire Page-295-indentured servants Page-296-Declaration Page 298- pension Page 305-treaty
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	Page 291- Parliament Page 292-Loyalists Page-292-Patriots Page-295-Quakers Page-295-Mennonites Page 296-militia Page 299- inflation Page-300-correspondence	Page-304-honorable discharge

Culminating Task

- Re-Read, Think, Discuss, Write

What were the political, religious, social, and economic practices of the people during this time period? How do these practices help us to better understand the causes and results of the war? Locate evidence from the text to support your answer(s). Write an expository essay to share your understanding of the time period.

Answer: Students should begin the essay with an introduction that orients the reader to the topic.

The American Revolution was an important time period in the forming of our nation. The political, religious, social, and economic practices of the people during this time period help to understand the causes and results of the war.

Possible examples from text:

Political: Colonist tired of following British rules. They wanted to be represented within government.

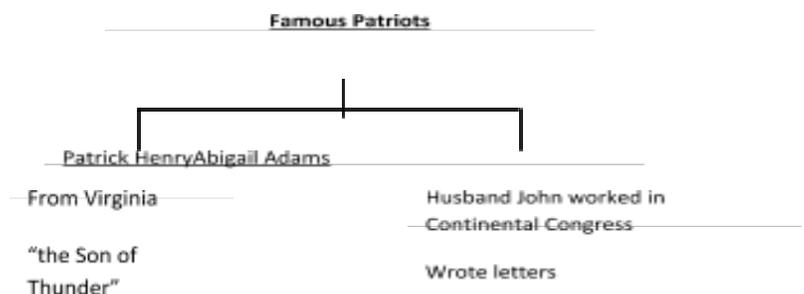
Religious: The religion of the Quakers and Mennonites did not allow them to fight.

Social: Families split because of different views about the war.

Economic: The Continental Congress asked colonies to print their own money. This led to inflation.

Additional Tasks

- *Many people were influential in the American Revolution. Who were some of these famous Patriots? Select at least four people mentioned in the text and create a tree map that includes information about them, as well as their role during the War.*



- *The American Revolution was a very important time in the founding of our country. Use the Internet and/or additional resource materials to research an area of the American Revolution that interests you. You might research daily lives of children, individual battles, spy's for the British, and/or major events of the war. Create a simple presentation, PowerPoint, poster, etc. to share your findings with the class.*
- *After reading the text, go back and select two or three illustrations. Describe their functions, and evaluate whether they help readers to better understand details of the time period.*

Multiple answers are possible here: Basically, students should be able to state the pictures provide images of people, clothing, transportation, housing, buildings, employment/trades, and images of influential people from the revolutionary period. The images assist with comprehension and understanding of the revolution. Examples: Picture of colonial town on page 289; Name of colonies on page 290; Various soldiers and uniforms on page 293; Children's' duties on page 297; and multiple pictures of Influential Americans on pages 301-304.

Name _____ Date _____

“If You Lived at the Time of the American Revolution”

1. The American Revolution was a war that established freedom for our country. What synonyms for “The American Revolution” are provided in the text? Locate a quote from page 289 to support your answer.
2. The original 13 colonies were divided into three regions. What were the three regions? List the individual colonies located in each region.
3. What were the three largest cities in the colonies? How did people travel between these cities?
4. Each of the three colonial regions was unique and provided natural resources common to their geographic location. These natural resources allowed the colonists an opportunity to produce valuable goods and services. Use the text to locate examples of products and services (jobs) produced in each region.
5. Reread page 291. What were some of the causes that led to the Revolutionary War?

6. What was the date when the American Revolution began? Where did the actual battle take place that started the war?

7. Reread pages 292-295. Loyalists and Patriots had very different opinions. How were they different? Provide multiple examples from the text to support your answer.

8. What are some synonyms for Loyalists? Who were they loyal to? What are synonyms for British Soldiers?

9. Some of the 13 colonies maintained a higher percentage of loyalists than others colonies. Which colonies were more loyal to the king? Which colony was called the Tory capital of America?

10. Who are the Patriots? What are some synonyms for the word Patriots?

11. Did everyone in the colonies get involved in the revolution? Provide examples from the text showing how or why people either became involved or avoided of the Revolutionary War.

12. Reread page 298. Besides the colonists and the British, what other groups of people fought in the war? Why did these people fight in the war?

13. How did the colonists receive news about the war and what was happening in the other colonies?

14. Reread pages 298-299. How did the Continental Congress deal with the cost of the war? How did this impact the exchange of money in the colonies?

15. How did the Revolutionary War finally end?