

# Life in Colonial America

## Grade 5

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# Overview/Introduction

## **GLCE:**

- 5-U2.3.1 Locate the New England, Middle, and Southern colonies on a map.
- 5-U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.
- 5-U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g. wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).
- 5-U2.3.4 Describe the development of the emerging labor force in the colonies (e.g. cash crop farming, slavery, indentured servants).
- 5-U2.3.5 Make generalizations about the reasons for regional differences in colonial America.

## **Overview:**

This unit will introduce students into life in colonial America. They will learn where certain regions are located; what life was like in the colonies, as told by different peoples; as well as the differences between the three regions.

## **Rationale:**

It's important for students to learn this information because it is ultimately the basis of America. It was in the colonies important decisions were made. The colonies actions shaped life today. Learning this information now, in 5<sup>th</sup> grade, will also help them succeed in further social studies classes.

## **Introduction:**

This unit about Colonial America will allow students to participate in classroom discussion, read trade books, and watch educational videos. Students will also have the opportunity to partake in mapping activities, comparing and contrasting, foldables, and group work. Their learning will be demonstrated by group projects, activities, and short presentations.

**KUD's: The Road Map**

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| <b>GLCE</b>   | 5-U2.3.1 – <b>Locate</b> the New England, Middle, and Southern colonies on a map.<br>(National Geography Standard 3 p.148) (Knowledge) |   |  |   |
| <b>Knowledge<br/>(K)</b>  | <b>Understand<br/>(U)</b>  | <b>Demonstration of<br/>Learning<br/>(DO)</b>   | <b>Vocabulary</b>  | <b>I Can...</b>   |
| <p>The <b>New England</b> colonies were discovered and/or established because of their desire to leave the current religion being pressed upon them by the country of England. Hopefully students will make the connection between the location of Europe and America to see they are almost directly across from each other and maybe that will help them remember where the New England colonies are located.</p> <p>The <b>Middle</b> colonies were filled with Native American tribes and African slaves for quite some time. These colonies had an assortment of religions. Because of their prime location the middle colonies were used mostly has a central hub for trading and distribution. The middle colonies were a prime location for fertile soil as well. Elements of both the New England and Southern colonies could be found in the middle.</p> <p>The geographical location of the <b>Southern</b> colonies was the main motivation for their development. Much of their industry came from cash crops, such as tobacco. Because of the farming the need for laborers such as slaves and indentured servants were more important.</p> | <p>Students will understand that there are specific groupings of the 13 colonies.</p>  | <p>Given a map of the United States, students will label and color the 13 colonies. They will label the names of all 13, and color (with crayon) the New England, Middle, and Southern groups, each in a different color.</p> | <ul style="list-style-type: none"> <li>-Colony</li> <li>-Locate</li> <li>-Religion</li> <li>-Trading</li> <li>-Distribution</li> <li>-Fertile soil</li> <li>-Industry</li> <li>-Cash crops</li> <li>-Slaves</li> <li>-Indentured Servants</li> </ul> | <p>I can find and name the 13 colonies and group them together according to their location.</p> |

Those who came to the Southern colonies were in search of “economic prosperity.”

**Definition(s):**

- colony: a group of emigrants or their descendants who settle in a distant territory but remain subject to or closely associated with the parent country.
- locate: to determine or specify the position or limits of.
- religion: the belief in and reverence for a supernatural power(s) regarded as creator and governor of the universe.
- trading: the business of buying and selling commodities.
- distribute: to divide and dispense portions.
- fertile soil: rich in nutrients necessary for basic plant nutrition.
- industry: production of an economic good or service within an economy.
- cash crops: agricultural crop which is grown for sale or profit.
- slaves: system under which people are treated as property to be bought or sold, and forced to work.
- indentured servant: form of debt bondage.



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| <b>Assessment</b>   | Students will be given a worksheet. They will be graded on their ability to label each of the 13 colonies (1pt. each), identify the groups of colonies (2pts. each), as well as their spelling (1pt.), for a grand total of 20 points. |   |   |  |                 |
| <b>GLCE</b>   | 5-U2.3.2 – Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173) (Skills)  |   |   |  |                 |
|   | <b>Knowledge (K)</b>   | <b>Understand (U)</b>   | <b>Demonstration of Learning (DO)</b>   | <b>Vocabulary</b>  | <b>I Can...</b> |
| <p><b>Duties of daily life</b></p> <p><u>New England:</u> livestock (cattle, sheep, pig, horse, oxen, turkey); lived outside of town; farmers; traveling mostly in the spring and summer due to mud; men were responsible for outdoor activities (planting crops, building fences; butcher livestock); women were responsible for indoor activities (preparing food, sewing, cleaning); most colonists were illiterate.</p> <p><u>Middle:</u> men’s work: farmers (wheat, grain, oats, livestock); blacksmith, craftsman (baskets, pottery, wagon, weaves); fisherman, miners, etc.; women’s work: caring for children, preparing and preserving food, cleaning, housework/ laundry, making blankets, soap; children’s work: helping on the farm and in the house; education was not prevalent (students didn’t regularly attend); for fun they danced, played games.</p> <p><u>Southern:</u> those who were well-to-do did well for themselves (had land, money, food, etc.); many were farmers (corn, wheat, oats, veggies); women worked around the home (prepare meals, deal with servants where applicable); boys at the age of 16</p> | Students will understand that the location of different colonies alters the daily life of those living there.  | The students will make a foldable, comparing the three different groupings of colonies. The front will be a picture of the location (New England, Middle, Southern) and underneath write a couple key bullet points describing the differences of life in the colony. | <ul style="list-style-type: none"> <li>-Colony</li> <li>-Farmer</li> <li>-Livestock</li> <li>-Duty</li> <li>-Illiterate</li> <li>-Blacksmith</li> <li>-Craftsman</li> <li>-Miner</li> <li>-Theocracy</li> <li>-Oligarchy</li> </ul> | I can describe the differences in daily life between the three groups of colonies. |                 |

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| <p>were expected to be a provider; girls take on the marital role/homemaker.</p> <p><b>Different type of people in the colonies</b><br/>As seen from above, colonies consisted of men, women, children, servants. These folks took on many roles: carpenter, farmer, blacksmith, homemaker, etc.</p> <p><b>Differences between colonies</b><br/><u>New England</u>: Theocracy; manufacture/industry.<br/><u>Middle</u>: separated church and gov't; exported agriculture and natural resources.<br/><u>Southern</u>: Oligarchy; agriculture (tobacco, cotton, rice, sugar), slave plantations.</p> <p><b>Definition(s):</b><br/>-farmer: person engaged in agriculture, raising living organisms for food/materials<br/>-livestock: domesticated animals raised in agricultural setting to produce commodities.<br/>-duty: sense of moral commitment or obligation to someone/something.<br/>-illiterate: not having the ability to read and write own name and further for knowledge and interest.<br/>-blacksmith: one who works with metals creating new objects by forging material.<br/>-craftsman: skilled manual worker who makes items that may be functional or decorative.<br/>-miner: extraction of valuable materials or geological materials from earth.<br/>-theocracy: God is the head of the state<br/>-oligarchy: power to rule rests with a small grouping of peoples.</p> |  |  |  |  |
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| <b>Assessment</b> | Students will be asked to give a short presentation on the brochure that was made about their colony; as well as, create a foldable from information they have gathered from their peers presentations/brochures. |
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| <b>GLCE</b> | 5-U2.3.3 – Describe colonial life in America from the perspectives of at least three different groups of people (e.g. wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).<br>(National Geography Standard 6, p. 154) (Reasoning) |
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| <b>Knowledge (K)</b>  | <b>Understand (U)</b>   | <b>Demonstration of Learning (DO)</b>  | <b>Vocabulary</b>  | <b>I Can...</b>  |
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| <p><b>Perspectives of Life:</b><br/>The following is quoted from Resource A:<br/><u>Wealthy Landowners:</u> lived predominately in the South; relied on indentured servants/slaves for labor; some were educated<br/><u>Farmers:</u> worked the land according to their region, relied on family for labor<br/><u>Laborer:</u> (aka: artisan) worked as craftsmen in towns and on plantations; lived in small villages and cities<br/><u>Women:</u> worked as caretakers, house-workers, and homemakers; could not vote; had little chance for education<br/><u>Free Africans:</u> were able to own land, had more economic freedom and could work for pay; made own decisions on how to spend money; not allowed to vote<br/><u>Indentured Servants:</u> consisted of men and women who did not have money for passage to the colonies and agreed to work without pay for the person who paid their passage to America; free peoples at the end of their contract<br/><u>Enslaved Africans:</u> captured in their native</p> | Students will understand that life was different for people depending on your background. | The entire class will participate in a simulation that puts them at the heart of the American Revolution. Each student will become a colonist and play their role as they are presented with dilemmas. | <ul style="list-style-type: none"> <li>-Wealthy landowners</li> <li>-Farmers</li> <li>-Merchants</li> <li>-Indentured Servants</li> <li>-Laborers</li> <li>-Women</li> <li>-Enslaved Peoples</li> <li>-Free Africans</li> <li>-American Indians</li> </ul> | I can describe life in colonial America from the viewpoint of at least three different groups of people. |

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| <p>Africa and sold to slave traders then shipped to the colonies; owned as property for life with no rights; children of enslaved Africans were born into slavery<br/>                 The book, <i>British Colonial America: People and Perspectives</i>, Resource B, is full of wonderful information!</p> <p><b>Definition(s):</b><br/>                 -wealthy landowners: land owned by an individual who has a lot of money<br/>                 -farmer: a person who operates a farm or cultivates land<br/>                 -merchant: one whose occupation is the wholesale purchase and retail sale of goods for profit<br/>                 -indentured servant: a person who is bound to work for another for a specified period of time<br/>                 -laborer: someone who works with their hands; someone engaged in manual labor<br/>                 -women: an adult female person, as distinguished from girl or a man<br/>                 -enslaved peoples: people who were made into slaves<br/>                 -American Indians: a member of any of the peoples indigenous to the Americas except the Eskimos, Aleuts, and Inuits</p> |  |  |  |  |
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**Assessment** | Students will individually write a journal entry describing what was learned from the simulation.

**GLCE** | 5-U2.3.4 – Describe the development of the emerging labor force in the colonies (e.g. cash crop farming, slavery, indentured servants). (E) (Skills)

| Knowledge (K)                             | Understand (U) | Demonstration of Learning (DO) | Vocabulary   | I Can...           |
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| In August 1774, a ship full of indentured | Students will  | Each student will be a         | -Development | I can describe the |

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| <p>servants arrived at a harbor in present day New York. It was here a society formed around fishing, farming, maritime activities, and small industries. Much of the New England farming was Indian corn, because it could be cultivated by hand. The middle colonies focused on wheat and the southern on tobacco, rice, and indigo. Depending upon the resources some of the colonies created industries around: glass, brick and tile, bog and rock ores, lumber, fishing and whaling. Black slaves were originally set free after their contract was up, but it was the Southern colonies decision to deny blacks the status of whites.</p> <p><b>Definition(s):</b><br/>         -emerge: to become evident<br/>         -labor force: total number of persons employed or employable<br/>         -cash crop farming: a crop grown for direct sale rather than livestock feed (e.g. tobacco).<br/>         -slavery: being bound in servitude as the property of a slaveholder or household.<br/>         -indentured servants: person who is bound to work for another for a specified period of time</p> | <p>understand that there were multiple labor forces going on in the colonies.</p> | <p>part of a group, each assigned to one of the three labor forces given (cash crop farming, slavery, indentured servants). They will be given class time to research and make a presentation which they will then present in front of the class.</p> | <ul style="list-style-type: none"> <li>-Emerging</li> <li>-Labor Force</li> <li>-Cash crop farming</li> <li>-Slavery</li> <li>-Indentured Servants</li> </ul> | <p>change of labor force in the colonies.</p> |
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**Assessment** | Students will give a presentation about the labor force they were assigned.

**GLCE** | 5-U2.3.5 – **Make generalizations** about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154)

| <b>Knowledge (K)</b>        | <b>Understand (U)</b> | <b>Demonstration of Learning (DO)</b> | <b>Vocabulary</b> | <b>I Can...</b>        |
|-----------------------------|-----------------------|---------------------------------------|-------------------|------------------------|
| <b>Regional Differences</b> | Students will         | The class will be broken              | -Regional         | I can give an overview |

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| <p>The underlying factor determining the regions is natural and human resources. Those who lived in New England were skilled at ship building. Middle colonies were diverse workers: fishing, farmers, and merchants. In the South many worked in agricultures. There were also some religious differences: New England were reformers or separatists, Middle colonies welcomed all beliefs.</p> <p><b>Definition(s):</b><br/>                 -regional: relating to a large geographical region; usually a large continuous segment of a surface or space<br/>                 -human resource: a group of individuals making up a workforce of an organization</p> | <p>understand that there are differences among colonies based on their location.</p>   | <p>down in to groups and asked to investigate primary sources for their specific region. After learning all they can each student will write a letter to a family member trying to convince them to live in their colony.</p> | <p>-Human Resource</p> | <p>about why there are differences among colonies.</p> |
| <p><b>Assessment</b></p>  | <p>Each student will be asked to exchange letters with someone from each of the other regions they do not live and make a list of three characteristics that are different from their own as well as one similarity.</p> |   |                        |  |

**Sequence of Instruction: What is Everyone Doing?**

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| <p><b>Lesson #1: Vocabulary</b></p>   |   |  |
| <p><b>GLCE</b></p>  | <p>n/a</p>  |  |
| <p><b>Objective</b></p>   | <p>Students will understand some of the vocabulary associated with the unit and helpful study strategies.</p>   |  |
| <p><b>Step-by-Step Plan</b></p>   | <p><b>Instructional Strategies</b></p>  | <p><b>Resources Needed</b></p>   |
| <p><u>Anticipatory Set:</u> students will be presented with a PowerPoint fully of pictures (e.g. colony, trading, farming, Native American).<br/> <u>Direct Instruction:</u> as the student’s progress through the photos, explicitly give them the definition of the words.<br/> <u>Guided Practice:</u> watch a video about Colonial America, asking the students to write down words they “know”, “have heard before”, and “don’t know”. Then as a group</p> | <p><u>Anticipatory Set:</u> students will use visual cues to determine the word.<br/><br/> <u>Guided Practice:</u> students will watch for comprehension and pull out specific words they find important.</p> | <p><u>Anticipatory Set:</u> PowerPoint of vocabulary words.<br/><br/> <u>Direct Instruction:</u> dictionary of kid friendly definitions of each word<br/><br/> <u>Guided Practice:</u> YouTube video about Colonial America.</p> |

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| <p>we will make a large list of important words.<br/> <u>Independent Practice:</u> each student will be given a Vocabulary Menu. Each student is asked to choose one Appetizer, one Entrée, and one Dessert to accomplish; all sections provide an activity using the important vocabulary words. After completing their activities, the class will be split into two teams and play Vocabulary Pictionary.<br/> <u>Assessment:</u> each student will be asked to create (with a foldable) their own vocabulary dictionary. This will be an ongoing project through the entire unit.</p> | <p><u>Independent Practice:</u> synthesis the vocabulary words into meaningful activities, hopefully helping them remember them.<br/><br/> <u>Assessment:</u> using foldables to make learning words more entertaining and meaningful.</p> | <p><u>Independent Practice:</u> Vocabulary Menu for each student, craft supplies for the activity, flashcards with vocabulary words.<br/><br/> <u>Assessment:</u> paper, makers/pencils</p> |
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| <b>Resources</b> | C & D |
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**Lesson #2: Finding the Colonies**

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| <b>GLCE</b> | 5-U2.3.1 Locate the New England, Middle, and Southern colonies on a map. |
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| <b>Objective</b> | Students will understand that there are specific groupings of the 13 colonies. |
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| <b>Step-by-Step Plan</b>   | <b>Instructional Strategies</b>  | <b>Resources Needed</b>   |
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| <p><u>Anticipatory Set:</u> ask students to name as many of the 13 colonies they can remember, write them down on the whiteboard.<br/> <u>Direct Instruction:</u> explain that out of the 13 colonies they were split into three different regions based on differences we will learn later, show the three regions on a map.<br/> <u>Independent Practice:</u> have the students label their own blank map with the names of the 13 colonies and then color the states different colors based on their region name (e.g. New England, Middle, Southern).<br/> <u>Assessment:</u> check over their maps for any errors, give a grade based on naming each colony (1pt. each), coloring the three regions (2pts. each), and spelling (1pt) = 20pts.</p> | <p><u>Direct Instruction:</u> explicit explanation of location of the 13 colonies and their regions.<br/><br/> <u>Independent Practice:</u> labeling of their map.</p> | <p><u>Direct Instruction:</u> photo of 13 colonies and the region each of them occupies.<br/><br/> <u>Independent Practice:</u> blank map, crayons, markers</p> |

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| <b>Resources</b>   | E  |  |
| <b>Lesson #3: Why Did They Live There?</b>   |  |  |
| <b>GLCE</b>  | 5-U2.3.1 Locate the New England, Middle, and Southern colonies on a map.<br>5-U2.3.4 Describe the development of the emerging labor force in the colonies (e.g. cash crop farming, slavery, indentured servants).<br>5-U2.3.5 Make generalizations about the reasons for regional differences in colonial America.   |  |
| <b>Objective</b>   | Student will be able to analyze primary sources, examine region differences among the colonies, and how the colonist adapted to their environment.   |  |
| <b>Step-by-Step Plan</b>   | <b>Instructional Strategies</b>  | <b>Resources Needed</b>  |
| <p><u>Anticipatory Set:</u> photos/realia from the New England, Middle, and Southern colonies</p> <p><u>Direct Instruction:</u> ask students what they think about how the environment affects where someone lives; or how they would adapt to their environment. For example, if someone wanted to be a movie star where would they live? Probably California or New York City.</p> <p><u>Guided Practice:</u> the class will be divided into six groups and given a colonial region to research. Each group will be given a list of primary sources to investigate. They will record their answers on the analysis toolbox worksheet as well as answer some questions such as does their colony have access to water, industry, urban or rural, natural resources.</p> <p><u>Independent Practice:</u> each student will take what they have learned about their own region and write a letter to a family member whom does not live there and try to convince them they should move to their colony.</p> <p><u>Assessment:</u> students will exchange letters</p> | <p><u>Anticipatory Set:</u> exploration with real artifacts they can see and touch</p> <p><u>Direct Instruction:</u> speculate and predict based on their lives</p> <p><u>Guided Practice:</u> analyze primary sources</p> <p><u>Independent Practice:</u> synthesize what they have learned and adapt it to a new format</p> <p><u>Assessment:</u> rendering information from</p> | <p><u>Anticipatory Set:</u> materials/realia from each of the colonial regions</p> <p><u>Guided Practice:</u> primary analysis worksheet (student and teacher version); list of resources for each region</p> <p><u>Assessment:</u> worksheet to list similarities</p> |

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| with one other student from each colonial region. They will then list three different characteristics and one similarity of the region they researched.  | others to find similarities and differences.   | and differences   |
| <b>Resources</b>   | F  |   |
| <b>Lesson #4: Emerging Labor Forces</b>  |  |   |
| <b>GLCE</b>  | 5-U2.3.4 Describe the development of the emerging labor force in the colonies (e.g. cash crop farming, slavery, indentured servants).  |   |
| <b>Objective</b>   | Students will understand that multiple jobs were forming based on need and location they are living.   |   |
| <b>Step-by-Step Plan</b>   | <b>Instructional Strategies</b>  | <b>Resources Needed</b>   |
| <p><u>Anticipatory Set:</u> talk to students about jobs. Play a matching game with jobs and location of the United States. After playing, ask the students what kinds of jobs they think would be necessary to start a new town.</p> <p><u>Direct Instruction:</u> explain that many jobs arose because the New World didn't have anyone there to do them, so they needed teachers, farmers, businessmen, workers, etc.</p> <p><u>Guided Practice:</u> brainstorm using a thinking map some jobs they think would be needed in the colonies --think as a colonist!</p> <p><u>Independent Practice:</u> each student will be given a flash card with the name of a labor force, popular in the colonies; they will then research specifically what they did. After researching, students with the same profession will get in groups and present to the class.</p> <p><u>Assessment:</u> students will be assessed on the information then present.</p> | <p><u>Anticipatory Set:</u> students guess and check where they think jobs are most suited for a specific region</p> <p><u>Guided Practice:</u> use a Thinking Map to brainstorm ideas</p> <p><u>Independent Practice:</u> research skills</p> | <p><u>Anticipatory Set:</u> map of the United States; pictures of careers/occupations</p> <p><u>Guided Practice:</u> Thinking Map (bubble)</p> <p><u>Independent Practice:</u> Symbaloo of educational research webpages.</p> |
| <b>Resources</b>   | n/a  |   |

| <b>Lesson #5: Daily Life of the 13 Colonies</b>   |   |  |
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| <b>GLCE</b>   | 5-U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.  |  |
| <b>Objective</b>  | Students will understand that different locations alter the activities of daily life.   |  |
| <b>Step-by-Step Plan</b>  | <b>Instructional Strategies</b>   | <b>Resources Needed</b>  |
| <p><u>Anticipatory Set:</u> remind the students of the jobs previously talked about the day before</p> <p><u>Direct Instruction:</u> explain how life was different back then (e.g. no technology to do anything); read Colonial Life by Brendan January, ask if there are any similarities or differences between then and now, as well as would they like to live back then.</p> <p><u>Guided Practice:</u> students will pair up and create a brochure with information about daily life such as the economy, religious beliefs, entertainment, and a picture of the colony, clothing, and interesting information. Each pair will present their brochure in class.</p> <p><u>Assessment:</u> using other group's brochures students will gather information and make a foldable about what was learned from each colonial region.</p> | <p><u>Direct Instruction:</u> using trade books to further instructions and understanding</p>   | <p><u>Direct Instruction:</u> Colonial Life by Brendan January</p> <p><u>Guided Practice:</u> Symbaloo of educational research resources; paper; craft supplies</p> <p><u>Assessment:</u> paper and craft supplies</p> |
| <b>Resources</b>  | G, H, & I   |  |
| <b>Lesson #6: American Revolution Simulation</b>  |   |  |
| <b>GLCE</b>   | 5-U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g. wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaves people, free Africans, and American Indians). |  |
| <b>Objective</b>  | Students will understand that life was different for people depending on their background.  |  |
| <b>Step-by-Step Plan</b>  | <b>Instructional Strategies</b>   | <b>Resources Needed</b>  |
| <p><u>Anticipatory Set:</u> before beginning, the class will look at some photos of the American Revolution.</p> <p><u>Direct Instruction:</u> all of the teacher talk will</p>   | <p><u>Anticipatory Set:</u> students will perform a 10x10 or See, Think, Wonder on the photos they were presented.</p> <p><u>Direct Instruction:</u> create a transparency/use</p>  | <p><u>Anticipatory Set:</u> the photos they will be observing will come from the Library of Congress website (<a href="http://www.loc.gov">www.loc.gov</a>)</p> <p><u>Direct Instruction:</u> materials from the</p>   |

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| <p>come from the simulation materials; much of the instruction will be explaining how the activity is going to work and resolving any questions. Each day the teacher will read the background knowledge for that day's activities.</p> <p><u>Guided Practice:</u> it is during this part of the day where students are all interacting together, performing/role-playing the day's activities</p> <p><u>Independent Practice:</u> after completing the scenario for the day students will be asked to reflect on the choices they made in their journal and then be given some time for an individual activity.</p> <p><u>Assessment:</u> Students will be assessed based on their actions during the scenarios as well as their journals.</p> | <p>the ELMO to project each material directions are being given on, so each student may see.</p> <p><u>Guided Practice:</u> students will work on their problem solving and decision making skills.</p> <p><u>Independent Practice:</u> students will practice their research abilities and analyzing skills.</p> | <p>simulation: background information, choosing a role, diary pages, simulation spinner.</p> <p><u>Guided Practice:</u> scenarios from simulation packet</p> <p><u>Independent Practice:</u> student diary pages and supplemental materials for activities.</p> |
| <p><b>Resources</b></p>   | <p>J</p>  |   |

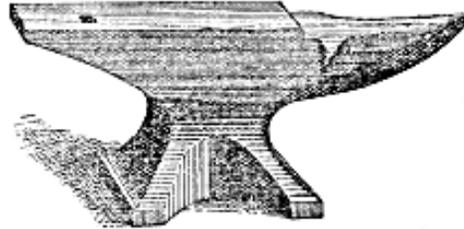
## Resource Attachments

### Resource A: Daily Life Perspectives (GLCE 5-U2.3.3)

- Colonial Life | SOL USI. 5c

---

THE ANVIL



#### Large Landowners

- Lived predominately in the South
- Relied on indentured servants and/or slaves for labor.
- Were educated in some cases

#### Farmers

- Worked the land according to the region
- Relied on family members for labor

#### Artisans

- Worked as craftsmen in towns and on plantations
- Lived in small villages and cities

#### Women

- Worked as caretakers, house-workers, homemakers
- Could not vote
- Had few chances for an education

#### Free African Americans

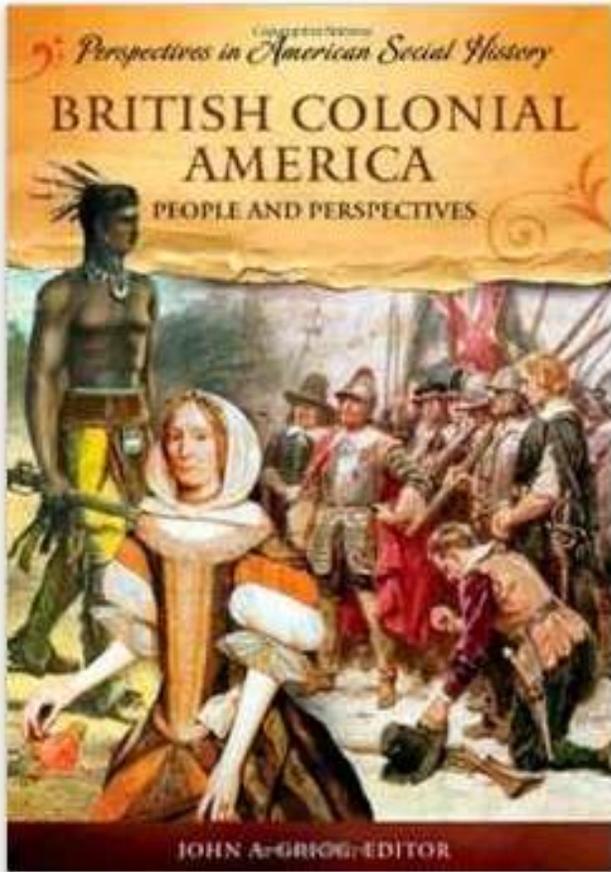
- Were able to own land
- Had more economic freedom and could work for pay and decide how to spend their money
- Not allowed to vote

#### Indentured Servants

- Consisted of men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid their passage
- Were free at the end of their contract

#### Enslaved African Americans

- Were captured in their native Africa and sold to slave traders, then were shipped to the colonies where they were sold into slavery
- Were owned as property for life with no rights
- Were often born into slavery (Children of enslaved African Americans were born into slavery)

**Resource B: Colonial Perspectives Book (GLCE 5-U2.3.3)****Resource C: Script for Vocabulary Development****Step 1: Teacher Talk/Description**

Show students a picture of an ant colony. Can anyone tell me what a group of ants is called? (Students may answer). What about a group of bees? (Students may answer). What if I show you Massachusetts or these states? (Students may answer). What all of these have in common is the word “colony”. A colony can be defined by: a group of animals of the same type living together, such as the ants and bees; or it can mean a body of people who settle far from home but maintain ties with their homeland although they are not under their government rule. This definition describes the pictures of the states on the east coast of the United States. So our next unit is going to be about the 13 colonies. Does anyone remember learning about these? (Students may answer). Can you think of any other words associated with the colonies? (Students may answer). All right, let’s see if we can determine some other words dealing with the colonies from the pictures.

Show the students the next three pictures of slaves. Stop between each one and ask if the students know what the pictures are showing. After the pictures, define slaves. Slaves can be defined as people who are bought and sold, forced to work.

Repeat the above steps with the next sets of pictures:

Slides 7-9: Trading

Slides 10-12: Farming

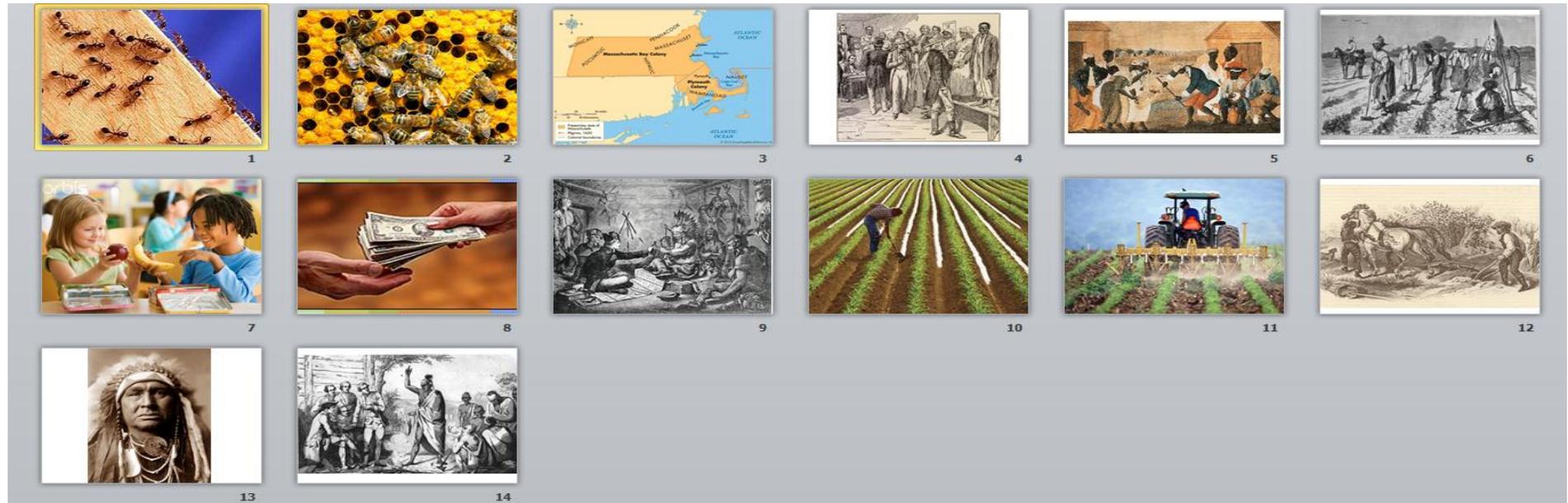
Slides 13-15: Native Americans – if the word “Indian” should arise, as the teacher, be sure to clear up this misconception about the colonies. They are called Native Americans because they lived on the land before the Europeans came to America.

Now that we got a little dose of vocabulary, let’s watch a short video about kids in colonial times. Before we start, let’s take a piece of scrap paper and fold it in thirds. Label the first column “Know”, the middle column “Heard” and the last column “Not Sure”. While we watch the video jot down some words that fit in each of the columns. In the “Know” column, write in words you know well and could explain to a classmate. The “Heard” column is for words you may have heard a couple times but are not really sure of the definition. And lastly the “Not Sure” column is for words you have never heard before.

Play the video.

Okay, now I want you guys to talk amongst your table about the words you wrote down. Maybe someone at your table can describe the words you didn’t understand. Give the students around 10 minutes to discuss.

All righty, now that we’ve had a few minutes; I have put a large piece of paper at your tables. I want you to write down the list of words your table was unable to define or understand; then we will talk about and define them as a class and add them to our word list for the unit.



## Step 2, 3, & 4: Restate, Non-linguistic, Activity Vocabulary Menu

Each student will be given their own menu, each saying the same thing. They are asked to choose one Appetizer, one Entrée, and one Dessert to participate in using the unit vocabulary they were assigned and came up with as a group.

|  |  |   |
|--|--|---|
|   |    |    |
| <b>Appetizers</b>  | <b>ENTREES</b>   | <i>Desserts</i>   |
| Choose <u>one</u> appetizer to complete.   | Choose <u>one</u> entree to complete.  | Choose <u>one</u> dessert to complete.  |
| <ul style="list-style-type: none"> <li>❖ <b>Crossword Puzzle</b><br/>Create a crossword puzzle for the list of vocabulary words that you are currently studying. To challenge yourself, add words from previous lists!</li> <li>❖ <b>Frayer Mix Up</b><br/>Using your current vocabulary list, create Frayer Notecards. Be sure to divide the card into four sections, label them: Own Definition, Symbol, Sentence, and Words. If you are unsure what goes in these, ask a friend or the teacher.</li> <li>❖ <b>Vocabulary Art</b><br/>Illustrate your vocab words for the list you are studying. Write the word on the back of your drawing. Can others guess the word from your picture?</li> </ul> | <ul style="list-style-type: none"> <li>❖ <b>Vocabulary Poem</b><br/>Use the vocabulary words to write a poem. To challenge yourself try to use as many words as possible and make your poem rhyme!</li> <li>❖ <b>ABC Book</b><br/>Create an ABC children's book for your vocabulary words.</li> <li>❖ <b>Create a Quiz</b><br/>Your quiz should require others to use the words in context. (e.g. Fill In the Blank, Multiple Choice sentences)</li> <li>❖ <b>Perfect a PowerPoint</b><br/>Create a PowerPoint slideshow that shows pictures, definitions, sentences, examples, and non-examples of your words.</li> </ul> | <ul style="list-style-type: none"> <li>❖ <b>Words in Context</b><br/>Find at least five of your vocabulary words in "real life" examples. (e.g. books, magazines, posters, billboards, etc.)</li> <li>❖ <b>In Other Words</b><br/>Write your vocabulary words on a piece of paper, leaving at least five spaces between each word. Then under each word, write other words that remind you of the vocabulary words.</li> <li>❖ <b>Vocabulary Analogies</b><br/>Write your vocabulary words, tell what each word is like, and tell how the words are similar.</li> </ul> |
| Adapted from: <a href="http://www.teacherspayteachers.com/Product/Vocabulary-Menu-108998">http://www.teacherspayteachers.com/Product/Vocabulary-Menu-108998</a>  |  |   |

## Step 5: Student Discussion

### Vocabulary Menu

After students have finished each part of their Menu, they will be asked to post two of them around the room and then present their favorite one to the class/small groups.

## Step 6: Games

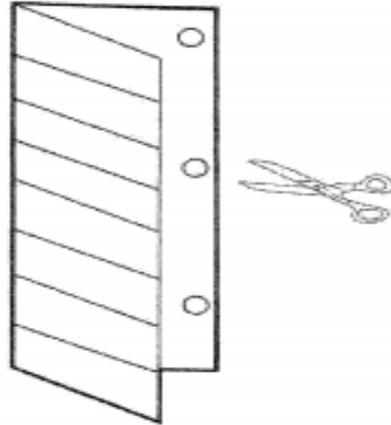
### Vocabulary Pictionary

Split the class into two teams. Using the whiteboard, teams will alternate choosing one of the vocabulary words out of a hat/bucket. Both teams will then begin using the same word. Whichever team guesses correctly first will be given a point. The team with the most points at the end will be the "winner".

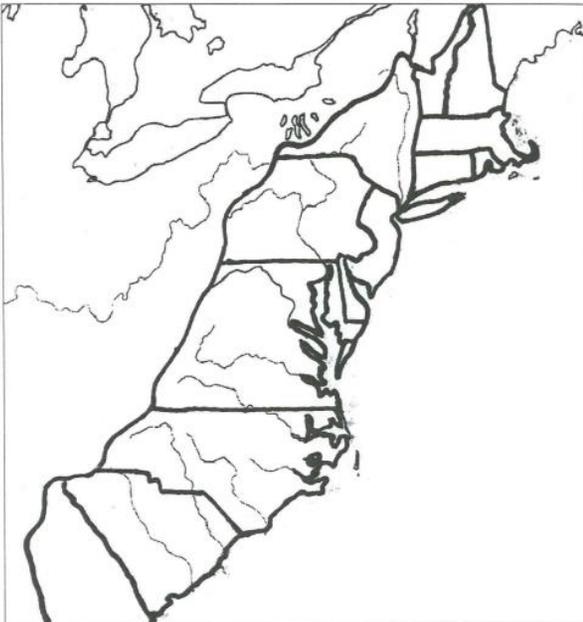
*Resource D: Dictionary Foldables*

# Vocabulary Book

Fold a sheet of notebook paper in half like a hot dog. On one side, cut every third line to create tabs. You can adjust the number of lines depending on the paper and the desired size of the tabs. Label the tabs with vocabulary words and write the definitions underneath.



*Resource E: Blank 13 Colonies Map*



## Resource F: Lesson Plan – Geography and Its Impact on Colonial Life

### Geography and Its Impact on Colonial Life

Lesson Overview

[◀ Back to Lesson Plans](#)



[Detail] Life of George Washington—The farmer

[Overview](#) | [Preparation](#) | [Procedure](#) | [Evaluation](#)

#### Lesson Overview

European settlement patterns were influenced by geographic conditions such as access to water, harbors, natural protection, arable land, natural resources and adequate growing season and rainfall. Examine a variety of primary sources to determine why colonists were drawn to a particular region of the country.

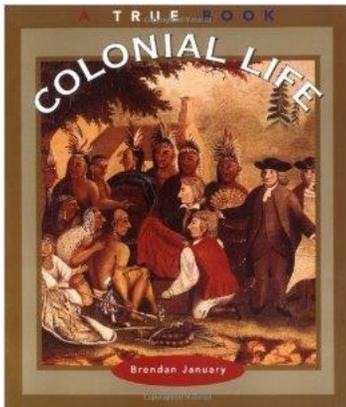
#### Objectives

Students will be able to:

- analyze, interpret, and conduct research with online primary sources;
- examine regional differences in Colonial America;
- determine reasons for location to a particular region; and
- identify how colonists adapted to their environments

## Resource G: Lesson Plan – Daily Life of the Colonies (PDF to follow)

### Resource H: Trade Book – Colonial Life by Brendan January

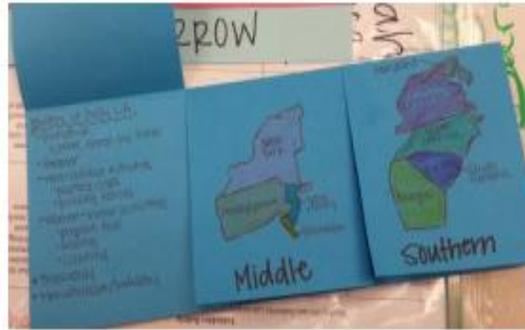


About this Book:

Learn about food, medicine, farming, and other aspects of daily life in colonial America in this fact-filled text that includes a glossary and index.

(Summary from: <http://www.scholastic.com/teachers/book/colonial-life-0#cart/cleanup>)

**Resource I: Comparison Foldables**



This is a three-tab book, depicting the similarities and differences of daily life among the three regions of the 13 colonies.

**Resource J: Lesson Plan – American Revolution Simulation (PDF to follow)**

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## Lesson Plan (Jen Beakas)

**Lesson:** The Thirteen Original Colonies

**Length:** Approximately 45 minutes each day for a week

**Age or Grade Level Intended:** 5<sup>th</sup> Grade

**Academic Standard(s):** Social Studies 5.1.7 Colonization and Settlements: 1607-1763.

Identify and locate the 13 British colonies that became the United States and describe daily life (political, social, and economic organization and structure).

**Performance Objective(s):** Given a colony, students will create a brochure with information about their colony, with each student scoring an 80% or better based on the rubric.

**Assessment:** The teacher will use the attached rubric to assess the students brochures.

### Advance Preparation by Teacher:

- Make enough copies of the 13 colonies maps for each student (see attached)
- Obtain a copy of Colonial Life by Brenden January.
- Get construction paper, colored pencils, crayons, and markers for students to use while making their brochures.

### Procedure:

**Introduction/Motivation:** Remind the students that they have recently been learning about the colonization of the Americas. Ask the students “Who can name one of the original colonies of the Americas?” (**Bloom, Knowledge**) When a student correctly names one of the colonies, write it on the board. Continue to call on students until all thirteen colonies have been named. Pass out a blank map of the 13 original colonies to the students (see attached). Have the students label the 13 colonies correctly and turn in their maps. (**Gardner, Intrapersonal**) Assess the maps to see how many colonies the students labeled correctly, but do not take a formal grade on the assignment (students will take a test in which they will need to label the colonies correctly later in the unit).

### Step-by-Step Plan:

1. After the students have turned in their maps, tell the students that we are going to begin to talk about what life was like back in the times of the original colonies. Explain to students that life was very different than it is today.

2. Read students the book Colonial Life by Brenden January. **(Gardner, Verbal/Linguistic)** Have a grand discussion with the students. Ask, “In what ways was life in the colonies different than life today?” “In what ways was life similar?” **(Bloom, Comprehension)** “Would you like to have lived in the colonial time period? Why or why not?” **(Bloom, Evaluation)**
3. Break the students up into pairs. **(Gardner, Interpersonal)** Assign each pair a different colony. Tell the students that they are going to learn more about the daily life in a specific colony.
4. Explain the assignment to students. Each pair is going to research about the colony that they were assigned. Students will need to gather information and create a brochure about the economy in each colony, the religious beliefs, and what people in the colony did for entertainment. **(Gardner, Visual/Spatial) (Bloom, Synthesis)** The brochure also needs to include a picture of the colony as well as any other interesting information that the pair discovered during their research. Give the students a copy of the assignment sheet and rubric (see attached) for their reference throughout the project.
5. Throughout the next 4 days give students approximately 45 minutes each day to meet with their partners and work on their brochure.
6. At the end of the week, have students turn in their brochures and assess based on the criteria found on the rubric.

**Closure:** Have the students present their brochures to the class. Have them tell their classmates the three most interesting facts that they found out about their colony. Leave the brochures out in the classroom so that other students can look of them during free time.

### **Adaptations/Enrichment:**

**Student with Autism:** Give this student the option of working with a partner, or working by his or her self.

**Student with Visual Impairment:** Give this student a larger version of the map of the 13 colonies so that he or she can fill it out easier.

**Student who is Gifted and Talented:** Have this student create a poster advertising their assigned colony.

**Student with ADHD:** Frequently give the student breaks from working on the project by having him or her take notes to the office or pass out materials.

**Self-Reflection:** Did the students meet the performance objectives? Did the students work together well in their pairs? Did the students seem to enjoy the project? What can I do to improve this assignment the next time that I teach it?

Name \_\_\_\_\_

Directions: Label the 13 Original Colonies.



## Colonial Brochure Assignment

My colony is \_\_\_\_\_

Your assignment is to work with a partner to create a brochure about the colony which you were assigned. You and your partner need to gather information about the colony and create a colorful and attractive brochure to try to encourage colonists to move to your colony.

In your brochure, you need to be sure to include the following:

- Information about the economy of the colony (What kinds of jobs did the colonists have?)
- The major religions and religious beliefs of the colony
- What people in the colony did for entertainment (What kinds of games did they play? What did they do for fun?)
- A picture of your colony
- Any other interesting information you found during research (What was school like in the colony? What did they wear? What kinds of food did they eat?)

Make sure that your brochure is colorful and appealing. Remember, you are trying to encourage other colonists to move to your colony!

## Thirteen Colonies Brochure

Name: \_\_\_\_\_

Teacher: Miss Beakas

Date : \_\_\_\_\_

|                               | Criteria  |   |  |  | Points |
|-------------------------------|---|---|--|--|--------|
|                               | 0   | 2   | 3  | 4  |        |
| <b>Information</b>            | Brochure does not contain any required information                                    | Brochure contains 1 or 2 of the required components             | Brochure contains 3 or 4 of the required components                        | Brochure contains all of the required components                           | _____  |
| <b>Appeal</b>                 | Brochure is lacking both color and pictures   | Brochure is colorful, but includes no pictures.                 | Brochure is colorful and has one or two pictures                           | Brochure is extremely visually appealing, with lots of color and pictures. | _____  |
| <b>Cooperative Group Work</b> | Group member did not participate and allowed his or her partner to do all of the work | Partners argued often, and/or the workload was divided unevenly | Partners worked together well most of the time, but there was some arguing | Partners worked together well with no arguing and the work divided equally | _____  |
| <b>Conventions</b>            | Brochure contains more than 7 spelling or punctuation errors                          | Brochure contains 5 or 6 spelling or punctuation errors.        | Brochure contains 3 or 4 spelling or punctuation errors                    | Brochure contains less than 3 spelling or punctuation errors               | _____  |
|                               |   |   |  |  | _____  |
|                               |   |   |  | <b>Total----&gt;</b>   |        |

 SCHOLASTIC

EASY SIMULATIONS

# American Revolution

by Renay M. Scott, Ph.D.

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New York • Toronto • London • Auckland • Sydney  
Mexico City • New Delhi • Hong Kong • Buenos Aires

**Teaching**  
*Resources*



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## Introduction

**W**elcome to *Easy Simulations: American Revolution*. Using simulations in the classroom is one of the most powerful teaching methods you can choose. Students learn most when they see a purpose to an activity, are engaged in the learning process, and are having fun. Children love to role-play, and they do it naturally. How often have you overheard them say something like, “O.K., you be the bad guy, and I’ll be the good guy”? Why not tap into students’ imaginations and creativity and teach them by engaging them in a simulation?

### What Is a Simulation?

**A** simulation is a teacher-directed, student-driven activity that provides lifelike problem-solving experiences through role-playing or reenacting. Simulations use an incredible range of powerful teaching strategies. Students will acquire a richness and depth of understanding of history impossible to gain through the use of any textbook. They will take responsibility for their own learning, discover that they must work cooperatively with their team in order to succeed, and learn that they must apply skills in logic to solve the problems that they encounter. You will find that this simulation addresses a variety of academic content areas and fully integrates them into this social studies activity. In addition, simulations motivate *all* of your students to participate because what they’re required to do will be fully supported by their teammates and you.

### History Comes Alive

**T**he American Revolution simulation is designed to teach students about this important period of history by inviting them to relive that event. Over the course of five days, they will recreate some of the experiences of the people who were beginning a new nation. By taking the perspective of a historical character living through the event, students will begin to see that history is so much more than just names, dates, and places, but rather, real experiences of people like themselves.

Briefly, students will find out what it was like to live as a colonist in the late 1700s in Lexington, Massachusetts. After choosing a profession, they will discover that life in colonial Lexington is about to change dramatically. In the War for Independence, students will have to choose whether to stay loyal to England's King George III or rebel against him and start their own country. They will live through some of the most important events in the American Revolution and finally, participate in the British surrender at Yorktown.

Throughout all these events, students will keep a diary of their experiences and use their problem-solving skills to deal with challenges they will encounter. At the end of the simulation, they will write a final diary entry, describing what they have learned during the simulation. You can use this diary as an ongoing assessment tool to determine what students are learning.



## Everything You Need

**T**his book provides an easy-to-use guide for running this five-day simulation—everything you need to create an educational experience that your students will talk about for a very long time. You will find background information for both yourself and your students that describes the history and significance of the American Revolution. You'll also find authentic accounts—letters and journals—of people who were alive during this pivotal time in history, as well as maps, charts, illustrations, and reproducible student journal pages. Engaging extension activities can be used during the simulation or as a supplement to your own American Revolution unit.

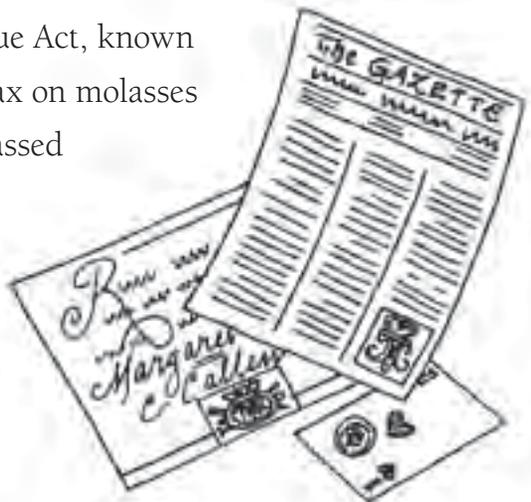
**B**efore you begin the simulation, be certain to read through the entire book so you can familiarize yourself with how a simulation works and prepare any materials that you may need. Feel free to supplement with photos, illustrations, video, music, and any other details that will enhance the experience for you and your students. Enjoy!

## SETTING THE SCENE:

# *The American Revolution*

**B**y the mid-1700s, life in the American colonies had settled into a comfortable rhythm. For the most part, the colonists had been allowed to govern themselves. Britain's attention was elsewhere—it had been engaged in a war with France over vast territories in America for several years. But with the end of the French and Indian War in 1763, things were about to change for the colonists. The war that had gained Britain much of the land once held by France proved to be quite costly. To help pay its debt from the war, Britain passed a series of acts (laws) that taxed the colonists.

In 1764, the British Parliament passed the Revenue Act, known as the Sugar Act in the colonies. The law placed a tax on molasses entering the colonies. The following year, Britain passed the Quartering Act, requiring colonists to help pay for housing the British soldiers stationed in the colonies. Around the same time, the controversial Stamp Act was also passed. This law placed a tax on marriage licenses, newspapers, and 47 other documents. These taxes angered the colonists, who protested that they didn't have a say in the law. They had no vote in the British Parliament and complained that this was “taxation without representation.” They started forming secret groups called the “Sons of Liberty,” who met to find a way to oppose the Stamp Act. Colonists began to take sides. Those who agreed with Britain were called Loyalists, and those who opposed were called Patriots.



## THE AMERICAN REVOLUTION (CONTINUED)

Disappointed over the colonists' response to the earlier laws, Charles Townshend took over the job of raising money for Britain. He enacted another series of laws called the Townshend Acts in 1767. These laws included new taxes on lead, paint, paper, glass, and tea imported to the colonies. In protest, the colonists boycotted (refused to buy) these goods. In addition, they started attacking public officials like the governor and tax collectors. Britain responded by sending troops to keep order in 1768.

The colonists resented the growing number of British troops. Tension was rising. In March 1770, a group of colonists gathered near a customs house that British soldiers were guarding. The colonists mocked the troops and began throwing snowballs at them. Someone yelled, "Fire!" and shots rang out. Even though the British soldiers were under orders not to shoot, they did, and five colonists died. This event became known as the Boston Massacre.

Hostility between Britain and the colonists escalated over the next three years. In 1773, a group of Patriots who were tired of the tax on tea decided to make a statement. Late on the night of December 16th, the Patriots, disguised as Indians, crept toward the Boston Harbor. They boarded three ships loaded with tea from Britain and tossed more than 300 chests of tea into the Boston Harbor. The Boston Tea Party, as it became known, greatly angered England's King George III, and he dispatched even more troops to the colonies in 1774. The colonists persisted with their boycotts and written protests in newspapers. As a new year dawns, relations between England and the colonies are reaching the breaking point.

## Before You Start

### Organizing and Managing the Simulation

**B**efore students embark on their exciting five-day experience, you'll need to set the stage for the simulation. First, make photocopies of the reproducible pages at the end of this section:

- Life in the Colonies (pages 16–17)
- Choose a Role (page 18)
- A Colonist's Diary and journal page (pages 19–20)
- Rubrics (pages 21–22)
- Simulation Spinner (page 23)

Explain to students that they will be recreating history, using the simulation and their imaginations to learn what it was like to be an American colonist during the Revolutionary War. They will be taking on the roles of different colonists in that time period and making the same decisions that those colonists made.

Distribute copies of “Life in the Colonies” to students. You might also want to reproduce the page on a transparency to display on the overhead projector. Together, read the selection to build students' background knowledge about the time period they're about to live through. Then divide the class into three groups. These three groups will represent the divisions that existed among the colonists in 1774. One group will be the Patriots, another the Loyalists, and the last group will represent the Undecided Citizens.

### Choosing a Role

After you have divided the class into three groups, distribute the “Choose a Role” handout, which describes the various roles students can play. Invite students to select a role from the handout, explaining that these “roles” are typical occupations in the New England colonies. Each role comes with its own set of special skills, with strengths and weaknesses indicated by a number ranging from 1 to 5. These numbers are called Attributes. The higher the attribute number, the more able the character. (See Attributes, next page.) The Morale number indicates how confident a character is in the choice he or she has made to support the king or rebel against Britain. Morale can change throughout the simulation.

Encourage students within each group to choose a variety of roles to make the simulation more interesting. After students have chosen a role to play in the simulation, they will get a chance to develop their characters more fully and learn what it was like to be a colonist living in Lexington in 1774. They will do this in Episode 1 (page 24).

## Attributes

Attributes are the numbers that make each role unique. The attributes are Military Expertise, Common Sense, Stamina, Negotiating Skills, Loyalty, and Morale. Throughout the simulation, attribute numbers will be used during “skill spins” to resolve various situations that the groups will encounter. Players spin the spinner (page 23) and compare the number they spun to their attribute number to decide whether their attempt at solving a problem is successful or not. For example, say a student’s character is trying to forage for food during the harsh winter at Valley Forge. If the number he spins is equal to or lower than his Common Sense number, then he has succeeded in finding food.

An attribute check can be made only once per person per situation. In other words, if a student fails in his Common Sense skill spin then that person cannot attempt to forage again. Someone else would have to try his or her luck by making another Common Sense skill spin.

Below is a description of the various Attributes:

**Military Expertise:** How skilled a character is at being a soldier. Some men had formal training in the army during the French and Indian War as colonial militia (minutemen), and some had no training at all.

**Common Sense:** A person’s wisdom and ability to understand and reason. This can be very important in figuring out how to react to different situations and foreseeing problems.

**Stamina:** How much physical and mental endurance a character has. For instance, it would be used to determine how well a colonist can withstand hunger, fatigue, or cold.

**Negotiating Skills:** How well a character can reason with or influence other people.

**Loyalty:** A person’s sense of commitment to a particular cause or way of thinking.

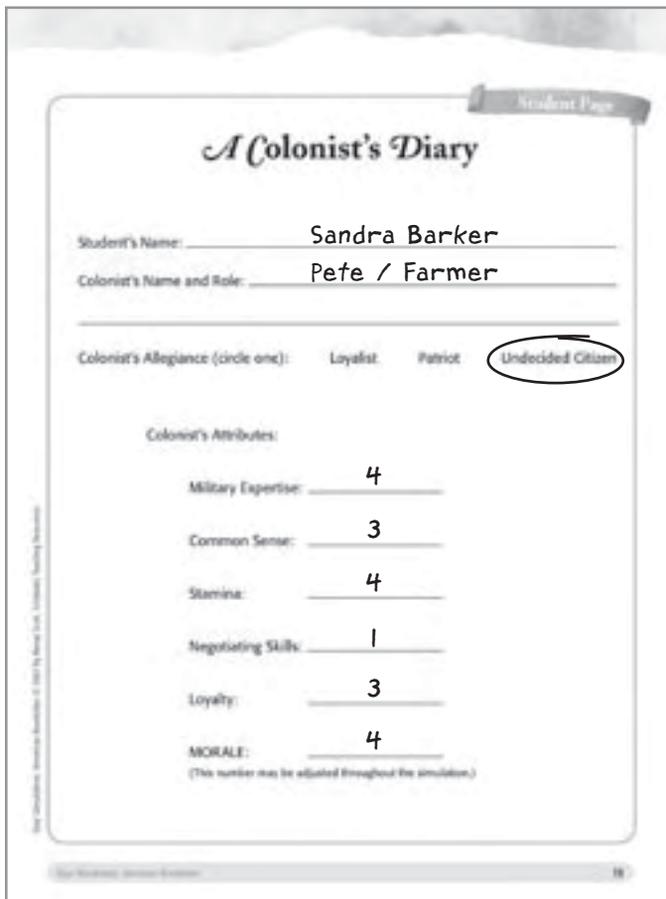
**Morale:** How strongly a character feels about his or her choice to be a Patriot or Loyalist. A high number indicates a colonist who strongly believes that she is right in her decision to either support or rebel against the king. A low number indicates a person who is second-guessing his decision and might decide to go over to the other side. Of all the attributes, this is the only number that changes throughout the simulation. The Morale number is set apart from the other attributes on the student’s character sheet. At times students will be called upon to spin for their Morale. If they spin their Morale number or lower, then they continue with the side that they are currently on. But if they spin a higher number, then they must spin their Loyalty attribute number or lower to stay on the same side.

## Keeping a Journal

After students have chosen their roles, distribute copies of “A Colonist’s Diary” pages—one copy of the cover page and six copies of the blank Dear Diary page. Explain to students that they will be recording their experiences during the simulation in their diaries on a daily basis. To give the diaries a more realistic look, have students use a sheet of 12-by-18-inch brown construction paper or a large brown paper grocery bag for the cover. Demonstrate how to “sew” the journal pages inside the cover page using a hole punch and yarn, as shown below.

On the cover page, have students fill in information about the character they’ve chosen—their assumed name, role, allegiance (i.e., Loyalist, Patriot, Undecided Citizen), and attribute numbers. When writing in their diary pages, have students

A student’s diary often yields rich insights into the student’s understanding of historical events and how they impacted ordinary citizens’ lives. Use these diaries as your primary tool for assessing students’ participation and evaluating how well they understand the simulation’s content. (See Assessing and Evaluating, page 15.)



The image shows a form titled "A Colonist's Diary" with a "Student Page" tab in the top right corner. The form contains the following fields and information:

- Student's Name: Sandra Barker
- Colonist's Name and Role: Pete / Farmer
- Colonist's Allegiance (circle one): Loyalist, Patriot, Undecided Citizen
- Colonist's Attributes:
  - Military Expertise: 4
  - Common Sense: 3
  - Stamina: 4
  - Negotiating Skills: 1
  - Loyalty: 3
  - MORALE: 4  
(This number may be adjusted throughout the simulation.)

Small text on the left side of the form reads: "This simulation is available in Spanish © 2015 by Renay Scott, published by Scholastic Teaching Resources." A small number "18" is visible at the bottom right of the form.



Date: April 19, 1775

Dear Diary,

Today I saw a friend of mine shot dead by the British! It happened in the village green this morning. We had heard that the British were coming to Lexington to arrest some of the Patriot leaders and capture war supplies hidden in town. But when the soldiers got here they found Patriot minutemen waiting for them! There was some shouting and then all of a sudden they were shooting at each other! I hid behind a stone wall and waited for the shooting to stop. That is when I saw my friend lying on the ground. He had been shot! I have always been undecided whether to stay loyal to the king or support the Patriots but now I think I might join the Patriots!

Pete

record the date of the simulation, not the actual date. For example, use April 19, 1775, rather than November 6, 2007. Students should record the events in that day's episode. Encourage them to write their diary entry "in character," as if the events were really happening to them. This activity gives students the opportunity to take on another person's perspective and experience history as such.

## Conducting the Simulation

This simulation is divided into five episodes—one for each day of the school week—each re-creating key events in the American Revolution. Consider starting the simulation on a Monday so that it will run its course by Friday. Complete all preparatory work (e.g., building background knowledge, choosing a character, etc.) during the prior week. Each episode should take about 50–70 minutes, depending on your class size.

The simulation opens with students in the town of Lexington, Massachusetts, in 1774, just before the first battles of the American Revolution. Students will start by conducting research about the life and culture of the colonies during the 1770s. Once cast into character with an understanding of colonial society, students will experience the Battles of Lexington and Concord, the proclamation of independence by colonists, winter at Valley Forge, and the surrender at Yorktown. By the end of the simulation, students will have "participated" in events that happened from 1774 to 1781.

In between each event, students will learn more about life in colonial America, the course of the War for Independence, and the various groups of people affected by the war. The simulation includes the following five episodes:

**Episode 1:** Before the Storm

**Episode 2:** The Shot Heard Round the World

**Episode 3:** Declaring Independence

**Episode 4:** Winter at Valley Forge

**Episode 5:** Yorktown

Each episode starts with background information, which puts the event students are about to simulate in context. The episode also features a scenario and an activity. The scenarios present problem-solving situations that re-create some of the events during the Revolution. The activities are research opportunities designed to enhance students' understanding of life in America at this time in history. These activities often require students to conduct research on the Internet. In the Resources section at the back of the book, we provide Web sites that have been researched, are historically accurate, and are student-friendly. (\*NOTE: Always check the links PRIOR to letting students access them on the Internet as the content of Web sites tends to change over time.) You might choose to skip the activities and have students conduct all their research at the beginning of the unit before starting the simulation. Building background knowledge before engaging in the simulation will enrich the experience for students. Activities can be completed in class or as homework.

## A Sample Scenario

The scenario presented in each episode is where students actually get to participate in a historical event. Let's walk through the scenario in Episode 2 to see how a simulation scenario is typically run:

After you have read or paraphrased the background for students, have each group come together in separate areas of the classroom. Describe the scene in which the British soldiers are marching toward the Village Green in Lexington. Students who are playing Patriots are standing in the green facing the advancing Redcoats. Loyalists are waiting to see how they can help the British. Undecided Citizens are watching from windows and behind stone walls to see what will happen. Each group will have a set of options to choose from as events occur. The Patriots will make their choice first. Read the following description to students playing Patriots:



Patriots, you and about 75 other minutemen have gathered on the Village Green outside Buckman Tavern. Coming toward you are several hundred Redcoats in bright red uniforms, marching in perfect order. Your commander, Captain John Parker, shouts to you: "Stand your ground; don't fire unless fired upon, but if they mean to have war, let it begin here." As you watch, a British officer comes forward and shouts, "Disperse, ye rebels, disperse!"

Now Patriots, you need to decide what to do as the British soldiers march toward you. Pick from the following choices:

1. Load your weapon and fire at the approaching soldiers.
2. Get your weapon ready and prepare to fire.
3. Duck into the tavern door to get cover in case they start shooting.

**Teacher:** O.K., has everyone had enough time to decide what they want to do?

**Kayla:** I am going to prepare to fire.

**Teacher:** Alright. (*Noting on a piece of paper that Kayla is choosing #2*) Bob?

**Bob:** Yeah, I'll do that too.

**Teacher:** O.K. (*Makes a note of that*) Juan?

**Juan:** That sounds good. I'll do that too.

**Jennifer:** I want to do that too.

**Teacher:** Alright, both Juan and Jennifer want to get their weapons ready. Mandy, you are last. What did you decide to do?

**Mandy:** I'm not going to take any chances. I'm going to blast the Redcoats!

**Teacher:** O.K. (*Noting all of the students' choices*) Now, let's see what happened because of your decisions. Let's start with Mandy. Mandy, you need to spin your Military Expertise number or lower in order to shoot one of the approaching Redcoats.

**Mandy:** (*groaning*) I'm a lawyer. I need to spin a 2 or less!

**Teacher:** Too late now. Go ahead and spin. (*Mandy spins a 5 and her Military Expertise is a 2*) As you fire at the approaching Redcoats, Captain Parker turns and yells at you, "What are you doing?" Now everyone else, spin on your Common Sense to see if you stand and fight or retreat into town as the British soldiers begin firing into your group.

This is how the scenarios will typically run, with role-playing students dealing with the situations that confront them, and you, the teacher, acting as coordinator. You present the situation in the scenario to students and then give them time to make their decisions. Do not reveal the outcome of each student's decision until everyone in the group has responded; only then do you respond to each person as the rest of the class observes and resolves the outcome of his or her choices as scripted in the scenario.

At the end of each scenario, students' Morale can be affected by how students handled the situation. For example, at the end of the above scenario, the Patriots win the Battles of Lexington and Concord and get to raise their Morale by 1, while the Loyalists subtract 1 from their Morale. The Undecided Citizens don't adjust their Morale. Next, everyone makes a Morale spin. A student must spin his Morale or lower to stay loyal to his side. If a student spins higher than her Morale, then she must make a Loyalty check and spin her Loyalty number or lower. If she spins higher than her Loyalty number, then she must move to the other side.

For example, Gina is a Loyalist with a Morale of 4. At the end of the scenario her Morale has been lowered to 3 because the Patriots have won the Battles of Lexington and Concord. She needs to spin a 3 or less to remain steadfast in her support of the king. Instead she spins a 5 and must now make a Loyalty spin. She has a Loyalty of 3 but she spins another 5. Now she is no longer a Loyalist but has moved to the Patriots. If she had made a Loyalty spin of 3 or lower then she would have remained a Loyalist. If any Undecided Citizen spins higher than her Loyalty number, then she must commit herself to either the Loyalists or the Patriots—it is her choice.

## Assessing and Evaluating

Throughout the unit students should be assessed on their historical understanding. This can be done through assessing the authenticity and historical accuracy of how they play their character and the diary entries they've written throughout this simulation.

Use both rubrics on page 21 to give each student a daily score, based on the student's diary entries and your observations. Each rubric is scored on a scale of 1 to 5, with 1 being the lowest possible score and 5 the highest. Add the two scores to generate a number from 2 to 10. Convert this total score to a percentage score by multiplying it by 10. You can award scores such as 4.5 if you feel a student was at least a 4 but not quite a 5. This daily percentage score can then be averaged over the week to generate a final grade for the simulation.

|                             | Student Log |   | Teacher Observations |      | Score Percentage |
|-----------------------------|-------------|---|----------------------|------|------------------|
| <b>Monday</b>               | 3           | + | 4                    | x 10 | 70%              |
| <b>Tuesday</b>              | 4           | + | 4                    | x 10 | 80%              |
| <b>Wednesday</b>            | 3.5         | + | 5                    | x 10 | 85%              |
| <b>Thursday</b>             | 2.5         | + | 4                    | x 10 | 65%              |
| <b>Friday</b>               | 4           | + | 5                    | x 10 | 90%              |
| <b>Average for the week</b> |             |   |                      |      | 78%              |

For a more in-depth assessment of the students' diaries, use the rubric on page 21.

# Life in the Colonies

If you lived in the colonies during the 1700s, what would you have seen? For one thing, you'd have seen people from many different countries. You might think colonists came only from Britain, but several were from Germany, the Netherlands, Ireland, and Scotland. There were also black slaves and, of course, Native Americans. Immigrants settled all along the eastern coast of the "New World." The population doubled every 25 years. The largest colony was Virginia, with New York and Massachusetts close behind.

People lived in cities, villages, and farms. Most colonists worked as farmers. Others made a living as carpenters and blacksmiths, while some learned special skills like shoemaking or crafting silver. Wealthy merchants sold goods shipped in from Britain and the West Indies.

When not helping on the farm or in the family business, children would attend school. School began at 9:00 A.M. and ended at 5:00 P.M. Often classrooms contained children of



## LIFE IN THE COLONIES (CONTINUED)

different ages. One-room schoolhouses were quite common. Books and paper were in short supply, so children had to memorize poems, stories, and verses. *The New England Primer* was the most popular textbook. In their free time, children enjoyed playing a variety of games. One popular game was “rolling the hoop.” In this game, children would try to roll a wooden hoop toward a goal faster than anyone else. They also played tag, ran races, swam, fished, and played with wooden toys.



Entertainment for grown-ups came in the form of music and dance. Many dances were new to America. Musical theater was also popular. People came to hear operas in which performers sang the dialogue to tell a story. Hanging out at taverns was another form of entertainment. Here people told stories and exchanged news.

Communication in colonial times was much slower than it is today. News traveled from east to west. Newspapers, letters, and stories arrived from Britain via ships, which took about a month to reach the colonies. Once news arrived in America it spread from town to town through word of mouth. Newspapers with articles about events and life in Britain were often shared from person to person. News was also discussed in taverns and at church. Native Americans and settlers traveling west shared the news with people living in the backwoods and soldiers at forts. By the time news reached the westernmost edge of the colonies, it could be months old.

As you can imagine, travel was also slow in colonial times. Transportation was most easily done by river. Narrow, unpaved paths connected towns and villages. Most people traveled by horse, but the wealthy rode in horse-drawn carriages. It took three days to get from Philadelphia to New York City. Today it would take about two hours.

How would you have liked living in the 1700s?

# Choose a Role

Select the role that you would like to play during the American Revolution simulation, then choose a name for your character. Record your choice and your attributes in your diary.

| Roles                     | Military Expertise | Common Sense | Stamina | Negotiating Skills | Loyalty | Morale |
|---------------------------|--------------------|--------------|---------|--------------------|---------|--------|
| <b>Blacksmith</b>         | 4                  | 2            | 5       | 1                  | 3       | 4      |
| <b>Silversmith</b>        | 3                  | 4            | 2       | 3                  | 3       | 4      |
| <b>Indentured Servant</b> | 4                  | 3            | 5       | 2                  | 1       | 4      |
| <b>Tax Collector</b>      | 2                  | 3            | 3       | 3                  | 4       | 4      |
| <b>Lawyer</b>             | 2                  | 4            | 1       | 5                  | 3       | 4      |
| <b>Farmer</b>             | 4                  | 3            | 4       | 1                  | 3       | 4      |
| <b>Merchant</b>           | 2                  | 5            | 2       | 4                  | 2       | 4      |

**Blacksmith** – You own your own blacksmith shop. You work long hours, sometimes 10–12 hours a day. You make horseshoes for the local farmers and for the British soldiers.

**Silversmith** – Your expertise as a silversmith is well known in Massachusetts. The governor uses your silver during his dinner parties. In addition to making silverware, you also craft tools, buttons, watches, and jewelry.

**Indentured Servant** – You have been in the colonies for just over a year now. You came after a farmer paid your way. You now work for the farmer, planting and harvesting until you have paid back your debt to him. You came to the “New World” seeing an opportunity to own your own land.

**Tax Collector** – You have faithfully served the East India Company as an accountant for years. Recently the governor has appointed you as the tax collector for the citizens of the town.

**Lawyer** – You have studied law since you were 13 under a well-known lawyer in your town. Recently you decided that you have learned enough and have begun your own practice.

**Farmer** – The farm has been in your family for years. Your parents are buried on this land along with two of your siblings. As the firstborn son, you inherited the farm.

**Merchant** – Your store trades daily for the goods brought by ships sailing to and from the colonies. Your business is doing very well, as you bring in popular goods wanted by both the colonists and the British soldiers.

# *A Colonist's Diary*

Student's Name: \_\_\_\_\_

Colonist's Name and Role: \_\_\_\_\_

\_\_\_\_\_

Colonist's Allegiance (circle one):      Loyalist      Patriot      Undecided Citizen

## Colonist's Attributes:

Military Expertise: \_\_\_\_\_

Common Sense: \_\_\_\_\_

Stamina: \_\_\_\_\_

Negotiating Skills: \_\_\_\_\_

Loyalty: \_\_\_\_\_

MORALE: \_\_\_\_\_

(This number may be adjusted throughout the simulation.)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Page

RUBRIC #1

# Student's Diary

- 1 – Student did not record any events that occurred during the simulation.
- 2 – Student recorded very little about what occurred during the simulation.
- 3 – Student recorded information about what occurred during the simulation but in an incomplete fashion.
- 4 – Student recorded all of the important occurrences of the day's simulation, but not in a first-person narrative style.
- 5 – Student wrote detailed facts about the occurrences during the simulation and embellished these with personal thoughts in a believable, first-person narrative style.

Score: \_\_\_\_\_

RUBRIC #2

# Teacher Observations

- 1 – Student was disruptive and prevented others from being able to participate in the simulation.
- 2 – Student did not participate in group discussions or simulation activities. Student might have been argumentative or disrespectful of other members of the group.
- 3 – Student either monopolized the group discussions or participated at a minimal level.
- 4 – Student participated well in the activity and allowed others to participate as well.
- 5 – Student was gracious in his or her participation and encouraged others to become engaged as well. Student role-played parts of the simulation to the best of his or her abilities.

Score: \_\_\_\_\_

Total score: \_\_\_\_\_

# Diary Prompt Assessment Rubric

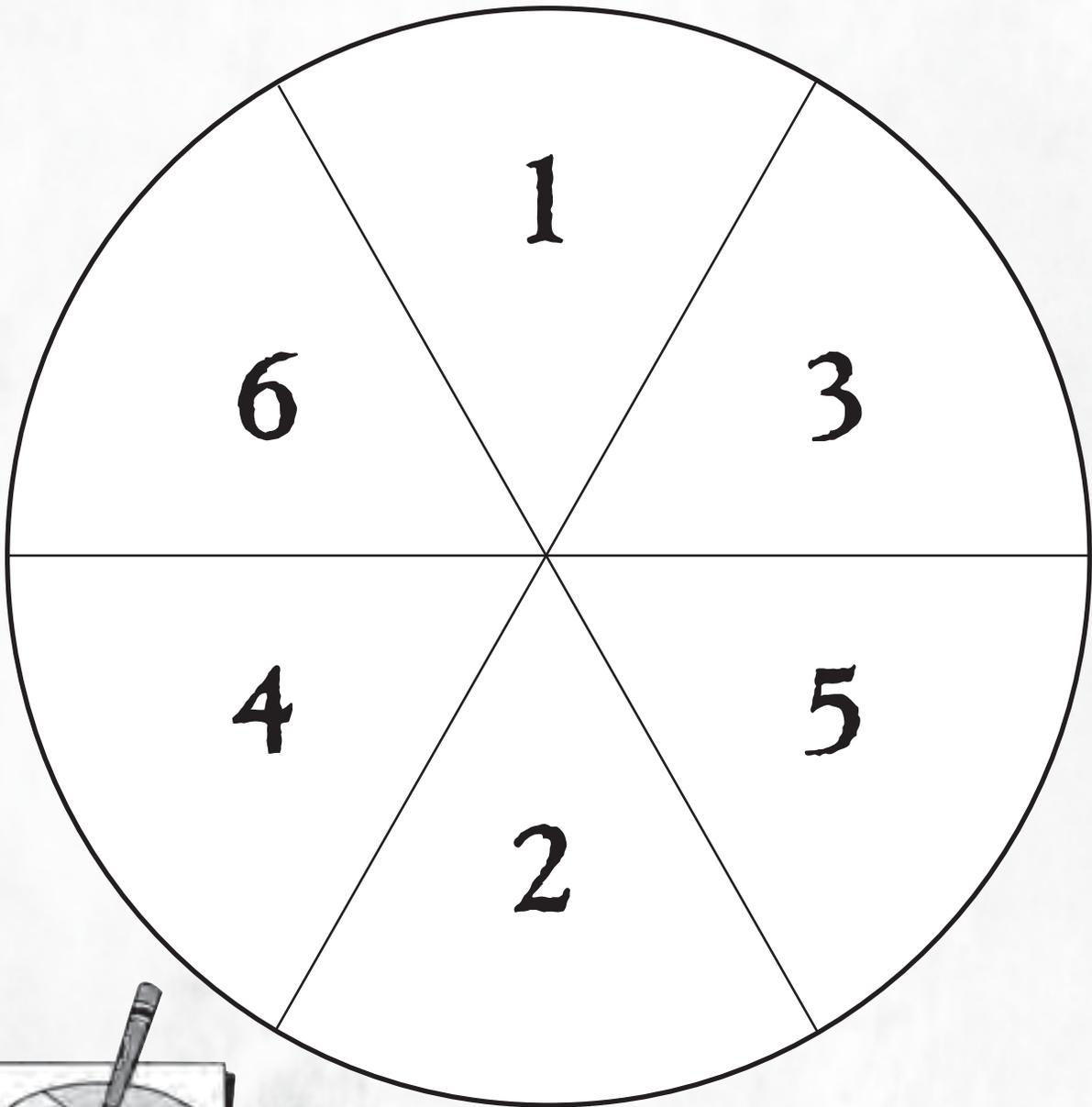
Use this rubric for a more in-depth assessment of students' diary entries.

| Essential Elements                  | 5  | 3  | 1  |
|-------------------------------------|--|--|--|
| <b>Historical Accuracy</b>          | <p>Student included references to historical events consistent with the era under study.</p> <p>Student included descriptions and discussions of historical events that were factually accurate.</p>   | <p>Student included references to historical events consistent with the era under study.</p> <p>Student provided some evidence of understanding the facts of the historical event, but included some inaccuracies or eliminated some of the most essential facts of the event.</p> | <p>Students did not include references to the historical event under consideration.</p> <p>Students provided little evidence of understanding the essential facts of the historical event under consideration.</p> |
| <b>Characterization</b>             | <p>Student response clearly indicated that he/she assumed the role of his/her character while writing.</p> <p>Student response indicated how he/she felt about the events.</p> <p>Student demonstrated an understanding of the event and how it affected him/her as if he/she were living during that era.</p> | <p>Student response clearly indicated that he/she assumed the role of his/her character while writing.</p> <p>Student response indicated how he/she felt about the events.</p> <p>Student showed little evidence of understanding how the event affected his/her life.</p>         | <p>Student response wasn't consistently written from the role of his/her character.</p> <p>Student responses indicated how he/she felt about the events.</p>   |
| <b>Responsiveness to the Prompt</b> | <p>Student addressed all the essential components or questions of the diary prompt.</p>  | <p>Student addressed most of the essential components or questions of the diary prompt.</p>  | <p>Student response showed little relationship to the diary prompt.</p>  |

# Simulation Spinner

## DIRECTIONS:

Use this spinner at various points during the simulation to determine the outcome of a situation.



### Using the Spinner

To make a pointer, place one end of a paper clip over the center of the spinner. Place a pencil on the center and spin the paper clip around the pencil point.

## Episode 1

# Before the Storm

### OVERVIEW

Students will develop their identity through a series of activities and then introduce their characters (themselves) in a town meeting in Lexington, Massachusetts. During the town meeting, they will hear about various events happening around the colonies and then discuss their beliefs as Patriots, Loyalists, and Undecided Citizens.

### ACTIVITY: WHO ARE YOU?

If you haven't done so already, divide the class into three roughly equal groups—Patriots, Loyalists, and Undecided Citizens. Invite students to choose a role, which they will assume throughout the simulation (see page 9). Students should create their own diaries (page 11) and fill out the cover page with information about their character.

Next, explain to students that in order to make their characters more believable, they will need to develop their identity as a colonist who lived in Lexington, Massachusetts, in the 1770s. First, encourage students to give their character a name. Then have them create a physical representation of their character. Physical representations can take the following forms:

- Paper doll (see page 26)
- Clay bust
- Full-size cutout
- Painting or watercolor portrait
- Sketch

If time permits, encourage students to develop their characters even further using one of the following ideas. You can also assign this activity as homework.

- Create a bio-poem (page 27)
- Create a character sketch (page 28)

### SCENARIO: THE TOWN MEETING

After students have completed the character-development activities, have them introduce their character at a Lexington town meeting. Explain to students that the town meeting was

the forum through which colonial citizens kept informed about the town's business and news from other colonies.

Set up the classroom to look like a meeting room. Have students bring their physical representation of their character to the meeting. Invite each student to step up to the front of the meeting and introduce him- or herself to the other citizens of Lexington. After the introductions, read aloud the following passage to inform citizens of current events:



October 17, 1774

Hear ye! Hear ye! We have gathered here at the Town Hall to discuss recent events and hear the news brought by a messenger from the colony of Pennsylvania.

First, a meeting is being held in Philadelphia. Delegates from each of the 13 colonies have been sent to Philadelphia to address the growing concerns between the colonies and King George III. These delegates, calling themselves the “Continental Congress,” have selected a man by the name of Peyton Randolph to be their leader. They have agreed that each colony will have a vote, and they are working on a plan to respond to the coercive acts of the British.

In the meantime, British General Thomas Gage will be arriving in Boston, 15 miles away, with a huge armed force. He is being made civil as well as military governor.

Also, this very week, John Hancock and Joseph Warren, two of the leaders of the Sons of Liberty, are meeting in Concord to organize Patriots into minutemen militia.

Tell students: *As concerned citizens, you must be wondering how these events are going to affect you.* Have each group—the Patriots, Loyalists, and Undecided Citizens—meet in separate areas of the classroom to discuss the growing rift between the colonies and Great Britain and how this might affect their lives. Ask the Patriots to explain why they want to break away from Britain, the Loyalists to explain why it is foolish to break away from the most powerful empire on Earth, and the Undecided Citizens to discuss how they believe that there are good arguments for both sides.

### DIARY PROMPT

**H**ave students record what they discussed within their groups and how they feel about the events in the town meeting.

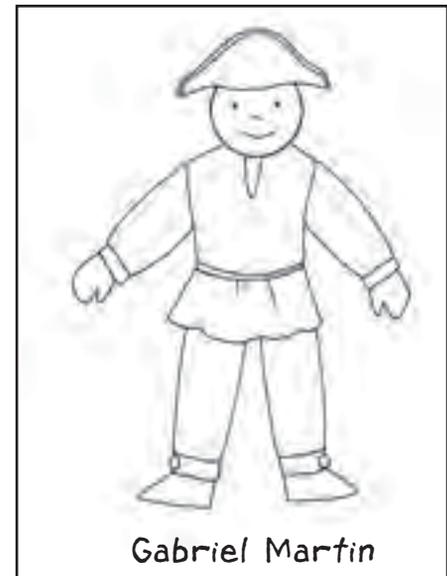
# Making a Full-Body Character Paper Doll

## YOU'LL NEED

- large flesh-colored construction paper
- compass
- scissors
- ruler
- glue
- pieces of fabric or colored construction paper

## To Do

1. Make the head: Use a compass to draw a 4-inch circle on a piece of construction paper. Cut out the circle.
2. Make the body: Draw a rectangle about 4 ½ inches wide by 8 inches long. Cut out the rectangle.
3. Make the arms and legs: Draw two rectangles about 4 inches long and 1 inch wide for the arms. Draw two more rectangles about 5 inches long and 1 inch wide for the legs. Cut out the rectangles for the arms and legs.
4. Construct the body: Position the head, arms, and legs on the body. Glue the pieces together on the body.
5. Make the clothing: Using the Internet and other resources, conduct research on the types of clothing worn by colonists during the colonial times. Then place the body you've constructed on a piece of fabric or colored construction paper. Trace various articles of clothing around the body to ensure a proper fit. Cut out the articles of clothing and glue them onto the figure.
6. Mount your character: To display your paper doll, glue the figure (complete with clothing) onto a piece of construction paper. Draw in the hands and shoes. Label the construction paper with your character's name.



Gabriel Martin

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Page

# Bio-Poem

Use the following poetic style to describe yourself as a colonist. Your answers can be realistic or make-believe. Keep in mind that you will become this person throughout our unit on the American Revolution.

First name \_\_\_\_\_

Role and affiliation \_\_\_\_\_

\_\_\_\_\_ adjective      \_\_\_\_\_ adjective      \_\_\_\_\_ adjective      \_\_\_\_\_ adjective

Who loves \_\_\_\_\_

Who felt \_\_\_\_\_

Who believed \_\_\_\_\_

Who wanted to see \_\_\_\_\_

Who gave \_\_\_\_\_

Who lives in \_\_\_\_\_

Who once said \_\_\_\_\_

Last name \_\_\_\_\_

## Student Page

# Character Sketch Activity

A character sketch is an overview of the character's life. Use the following outline to assist you in developing your character. Then create your character sketch on a separate sheet of paper.

**Step # 1: Create your character's family.**

- Who was your character's father?
- Who was your character's mother?
- Did your character have any brothers or sisters?
- Where did your parents live?
- What did your parents/family do for a living?

**Step # 2: Describe your birth and early childhood.**

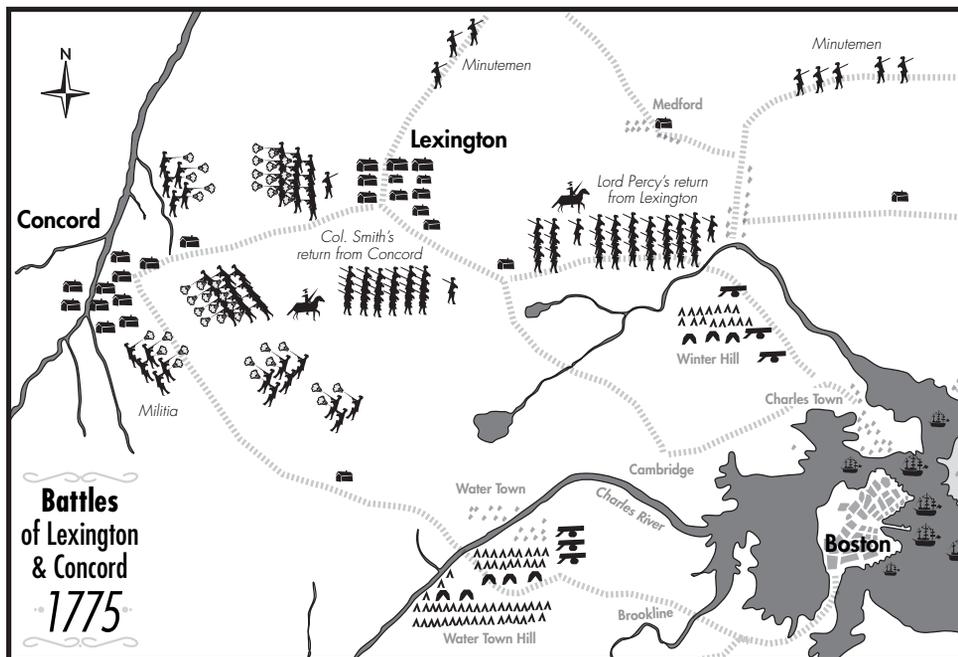
- Create a birth certificate.

**Step # 3: Describe your adolescent years.****Step # 4: Describe your life now.**

- Do you have a family?
- What do you currently do for a living?
- What historic events have you observed or participated in up to this point in your life?

## Episode 2

# The Shot Heard Round the World



### OVERVIEW

Students will evaluate different primary-source accounts of the first battle of the Revolutionary War.

### BACKGROUND

The Continental Congress met during the fall of 1774 to draft a petition to King George III, demanding that they be granted rights as Englishmen.

Since the Boston Massacre and the Boston Tea Party, tensions between colonial citizens and British soldiers have been high. Several colonists in Lexington and the neighboring town of Concord were storing up supplies of guns and ammunition. Loyalists in Lexington informed British General Thomas Gage about the munitions being stored.

As a result, several hundred British troops began to organize in Boston. Patriots posted lookouts to mark British movements. One lookout was silversmith Paul Revere, who was stationed on the south shore of the Charles River to watch for a signal in the Old North Church that would alert him to British troop movements. One lantern in the Old North Church would indicate that the British were coming by land, and two lanterns would mean that they were coming by sea.

On the night of April 18, 1775, Paul Revere saw two lanterns in the Old North Church. He set out on horseback to ride from town to town to warn the people that “the regulars (British soldiers) are coming out!”

Early morning on April 19, 1775, the British regiment came ashore and began their march toward Lexington. At Lexington they encountered a group of armed colonists known as minutemen. The British commander ordered the colonists to disperse when a shot rang out. Colonial and British troops exchanged gunfire. After a short exchange the British army continued its march toward Concord. Along the route they encountered light, hidden resistance by the Patriots. The events at Lexington and Concord began the War for Independence.

### SCENARIO: LET IT BEGIN HERE!

Read the following accounts to students:



April 18, 1775

The British have been turning up the pressure on the colonists in Boston as well as in the surrounding towns and villages. Earlier, the Sons of Liberty had dumped hundreds of crates of expensive tea into Boston Harbor to protest the new tax on tea. Angrily, King George III ordered the arrest of the leaders of the Sons of Liberty and the capture of a rumored stash of guns and ammunition hidden in Lexington and Concord.

Only days ago, you saw Samuel Adams and John Hancock, the leaders of the Sons of Liberty, arrive in town. You know that the rumors of hidden guns and ammunition are true because you saw some of them being buried behind the tavern, with more supplies hidden in nearby Concord.

However, rumors around town say that the British are planning to move into Lexington soon to take those supplies, and you know that they are being moved to new hiding places.



April 19, 1775

Late last night word spread throughout the countryside that “the regulars (British soldiers) are coming out, the regulars are coming out!” A man you recognized as a Boston silversmith named Paul Revere went to the house of Rev. Jonas Clark, and you heard someone telling him to “stop all of that noise.” You overheard Revere reply, “Noise, you’ll have noise enough; the regulars are coming out!” Bells began ringing in the middle of the night and people were shouting, “To arms, to arms! The Redcoats are coming!”

Patriots who call themselves *minutemen* (because they can be ready to fight at a minute’s notice) began to gather in the Buckman Tavern to hear Captain John Parker’s orders and to learn about what was going on. Loyalists tried to find out how many minutemen would be gathered to fight the King’s soldiers, what had happened to all of the supplies hidden by the Sons of Liberty, and if Samuel Adams and John Hancock were still in Lexington. Undecided Citizens began to gather behind stone walls and peer out of windows overlooking the Village Green, where the Patriot minutemen were gathering.

Out of the morning gloom, the sound of many marching soldiers could be heard. Soon red-uniformed British soldiers began emerging from the morning fog.

Inform students that they will be reenacting the events of the Battles of Lexington and Concord. If possible, clear an area in the middle of the room for the Village Green. Chairs and tables moved to the side can serve as “stone walls,” from behind which Undecided Citizens will be waiting and watching. Have students who are Patriots stand in the Green facing the advancing Redcoats. Have students who are Loyalists stand to one side, waiting to see how they can help the British with information. As events unfold, each group will be given a set of options to choose from that will determine what happens next. Read the following passage to the Patriots, who will be the first group to decide what it will do:



Patriots, you and about 75 other minutemen have gathered on the Village Green outside Buckman Tavern. Coming toward you are several hundred Redcoats in bright red uniforms, marching in perfect order. Your commander, Captain John Parker, shouts to you: “Stand your ground; don’t fire unless fired upon, but if they mean to have war, let it begin here.” As you watch, a British officer comes forward and shouts, “Disperse, ye rebels, disperse!”

Now Patriots, you need to decide what to do as the British soldiers march toward you. Pick from the following choices:

1. Load your weapon and fire at the approaching soldiers.
2. Get your weapon ready and prepare to fire.
3. Duck into the tavern door to get cover in case they start shooting.

Encourage each Patriot to tell you his or her choice, making sure to take note of it on a piece of paper. After all of the Patriots have made their decision, read them the following results:

1. If you chose to fire at the approaching soldiers, make a Military Expertise spin to see how good your aim is.
  - If you spin your Military Expertise number or lower, you hit a soldier and watch as he drops his weapon and grabs his arm.
  - If you spin a number higher than your Military Expertise number, you missed.

As you fire at the approaching Redcoats, Captain Parker turns and yells at you, “What are you doing?” Now you must make a Common Sense spin to see if you stand and fight (spin your Common Sense number or lower) or retreat into town (spin a number higher than your Common Sense number) as the British soldiers begin firing into your group. If you spin a number higher than your Common Sense, then you need to make another Military Expertise spin.

- ➔ If you spin your Military Expertise number or lower, then you fire once and fall back into town as ordered by Captain Parker. Raise your Morale by 1.

- ➔ If you spin a number higher than your Military Expertise number, you have been wounded in the fighting and have crawled to safety. Lower your Morale by 1.
2. You prepare your weapon and wait to see what the British are going to do Suddenly the crack of a musket being fired startles you. Who fired? You can't tell, but soon the air is filled with whining musket balls, and the man next to you clutches his chest and collapses to the ground. Captain Parker's voice can barely be heard over all of the noise but you think that you heard him yell, "Fall back!" Do you stand and fight or run back into town? If you choose to fight, then make a Military Expertise spin.
- If you spin your Military Expertise number or lower, then you fire once and fall back into town as ordered by Captain Parker. Raise your Morale by 1.
  - If you spin a higher number than your Military Expertise, you have been wounded in the fighting and have crawled to safety. Lower your Morale by 1.

If you decide to fall back, your Morale does not change.

3. You scramble to the door of the tavern just as you hear a shot being fired behind you You look back to see men on both sides firing through the smoke of the muskets. You hide safely behind a table and wait this one out. Lower your Morale by 1.

Now it is the Loyalists' turn. Read these choices to the Loyalists:



Loyalists, decide what to do as the British soldiers march into the Village Green.

1. Try making it to the British officer and informing him that Samuel Adams and John Hancock fled Lexington hours ago.
2. Try telling the nearest British soldier that the Patriots have moved their supplies to new hiding places.
3. Stay put and wait this one out.

Have the Loyalists tell you what they've decided, making note of each student's choice. Then read them the following results:

1. If you chose #1, make a Negotiating Skill spin to see how well you can convince the officer that you're on his side.
  - If you spin your Negotiating Skill number or lower, you've convinced the officer that you are not a Patriot trying to trick him. Raise your Morale by 1.
  - If you spin a number higher than your Negotiating Skill, you failed, and the officer orders you arrested. Lower your Morale by 1.
2. If you chose #2, make a Common Sense spin.
  - If you spin your Common Sense number or lower, hide when the soldier aims his musket at you because he thinks that you are a Patriot attacking him.
  - If you spin a higher number, then you have been wounded and must lower your Morale by 1.
3. You watch as the British soldiers march past and on to Concord. Your Morale does not change.

Next, tell students: *The Undecided Citizens simply watch as the British march toward Concord. Later, you hear that eight minutemen were killed and 10 were wounded on the Village Green. However, by the end of the day, more than 4,000 Patriot minutemen have joined forces and attacked the British soldiers. The British suffered many casualties and had to retreat to Boston with the Patriots hard on their heels. It is a great victory for the Patriots in the first battle of the American Revolution. All of the Loyalists must lower their Morale by 1. All of the Patriots raise their Morale by 1.*

Now, have all students make a Morale spin to see how they feel about their allegiance. Students who spin their Morale number or lower feel good about where they stand, whether it be Patriot, Loyalist, or Undecided Citizens. If students spin a number higher than their Morale number, then they must also make a Loyalty spin. If they spin their Loyalty number or less, they stay on their side. If they spin a higher number, then they switch sides.

### DIARY PROMPT

**H**ave students write a diary entry about today's dramatic events. Remind them to write in character.

### ACTIVITY: WHODUNNIT?

**S**tudents will evaluate different primary sources to see which account is the most reliable. Before starting the activity, assemble an "Investigation Packet" for every group of four students in your class.

## Making an Investigation Packet

### YOU'LL NEED

- yellow 10-by-12-inch mailing envelope
- 6 Primary Source documents (pages 37–42)
- 5 copies of Credibility of Witness Form (page 43)

### To Do

In the mailing envelope, put a copy of each of the six primary source documents at the end of this section. Also, put in a copy of the Credibility of Witness form for each student in the group, plus one extra for the group's final copy.

Inform your class that today is August 20, 1775, and they have been summoned to the Lexington Green. Once assembled, tell the colonists that you have received a letter from General Joseph Palmer about the events of April 19, 1775. Assign a “town crier” to read the letter to the citizens of Lexington:

### Primary Source Document

#### Letter from Joseph Palmer

*Wednesday morning near 10 of the clock – Watertown. To all friends of American liberty, be it known that this morning before break of day, a brigade, consisting of about 1,000 to 1,200 men, landed at Phip's farm at Cambridge and marched to Lexington, where they found a company of our colony militia in arms, upon whom they fired without any provocation and killed six and wounded four others. By an express from Boston, we find another brigade are now upon their march from Boston supposed to be about 1,000. The Bearer, Israel Bissell, is charged to alarm the country quite to Connecticut and all persons are desired to furnish him with fresh horses as they may be needed. I have spoken with several persons who have seen the dead and wounded. Pray let the delegates from this colony to Connecticut see this.*

*J. Palmer, one of the Committee of Safety.*

Inform the citizens of Lexington that the other colonies are very concerned about the events of April 19th and desire to know what actually happened at Lexington and Concord. Students will need to investigate the events and write a report to the Committee of Correspondence and to the newspaper *The Lexington Times*. Explain to students that each town had a Committee of Correspondence, which was responsible for spreading information about important events that occurred in the colonies. Any important event that happened in one town was recorded in a letter and given to a colonial, who rode by horseback throughout the area, announcing the news.

For this investigation, divide the citizens of Lexington into small groups of four. Make sure that members of each group share the same affiliation (Patriots, Loyalists, or Undecided Citizens). Give each group an “Investigation Packet” and assign roles to each group member, as follows:

- **Recorder:** Records the group’s final consensus about the witness’s credibility on a Credibility of Witnesses form. Also keeps time and moves the group discussion along to ensure that the task is completed by the end of the allotted time.
- **Reporter:** Reports the group’s final decision to the citizens of Lexington at a town meeting to discuss the events. Also facilitates the group’s discussion of sources.
- **Reader 1:** Reads three primary source documents to the group.
- **Reader 2:** Reads three primary source documents to the group.

Instruct students to listen carefully to the documents as they are read within their groups and to make notes about the various documents. After all of the documents have been read, each member of the group should determine how credible (believable) the documents are and rate each document on his or her own Credibility of Witness form. After each group member has filled out his or her form, the group should discuss each document and arrive at a consensus about each document’s credibility.

When all the groups are finished, call another town meeting and invite the reporter from each group to share his or her group’s rankings with the entire town. Other citizens will be given an opportunity to question each group about its rankings and the order of credibility.

After the town meeting, tell students that each group should prepare a report to the Committee of Correspondence, recounting what it believes happened on April 19, 1775. The report should include an explanation of who fired the first shot. Explain to the class that historical accounts are often written from a perspective, and perspective often depends on a person’s relationship to the events. Tell students that when they write their report to the Committee, they should write from their perspective as Patriots, Loyalists, or Undecided Citizens. Also, inform students that their character will assume this perspective for the remainder of the simulation.

## DOCUMENT I

**Lieutenant John Barker****British Officer**

(DIARY ENTRY WRITTEN ON APRIL 19, 1775)

19th. At 2 o'clock we began our March by wading through a very long ford up to our Middles: after going a few miles we took 3 or 4 People who were going off to give intelligence; about 5 miles on this side of a Town called Lexington which lay in our road, we heard there were some hundreds of People collected together intending to oppose us and stop our going on; at 5 o'clock we arrived there, and saw a number of People, I believe between 2 and 300, formed on a Common in the middle of the Town; we still continued advancing, keeping prepared against an attack tho' without intending to attack them, but on our coming near them they fired one or two shots, upon which our Men without any orders rushed in upon them, fired and put 'em to flight; several of them were killed, we cou'd not tell how many, because they were got behind Walls and into the Woods; We had a Man of the 10th light Infantry wounded, nobody else hurt. We then formed on the Common but with some difficulty, the Men were so wild they cou'd hear no orders; we waited a considerable time there and at length proceeded on our way to Concord, which we then learnt was our destination, in order to destroy a Magazine of stores collected there.

DOCUMENT 2

# Jeremy Lister

## British Officer at Lexington

(PERSONAL NARRATIVE WRITTEN IN 1782)

To the best of my recollection about 4 o'clock in the morning being the 19th of April the front companies was ordered to load which we did . . . It was at Lexington when we saw one of their Compys (companies) drawn up in regular order. Major Pitcairn of the Marines second in Command call'd to them to disperse, but their not seeming willing he desired us to mind our space which we did when they gave us a fire then run off to get behind a wall. We had one man wounded of our Compy in the leg, his name was Johnson, also Major Pitcairn's Horse was shot in the flank; we returned their salute, and before we proceeded on our march from Lexington I believe we kill'd and wounded either 7 or 8 men.

DOCUMENT 3

**Joseph Warren**  
**President pro tem of the**  
**Massachusetts Provincial Congress**

(IN A COVER LETTER FOR 21 SWORN DEPOSITIONS ABOUT  
THE EVENTS AT LEXINGTON AND CONCORD SENT TO BENJAMIN FRANKLIN,  
THE COLONIAL REPRESENTATIVE IN LONDON)

*To the Inhabitants of Great Britain: In Provincial Congress, Watertown, April 26, 1775.*

*Friends and Fellow Subjects: Hostilities are at length commenced in the Colony by the troops under command of General Gage; and it being of the greatest importance that an early, true and authentic account of this inhuman proceeding should be known to you, the Congress of this Colony have transmitted the same, and from want of a session of the honorable Continental Congress, think it proper to address you on the alarming occasion.*

*By the clearest depositions relative to the transaction, it will appear that on the night preceding the nineteenth of April instant . . . the Town of Lexington . . . was alarmed, and a colony of the inhabitants mustered on the occasion; that the Regular troops, on their way to Concord, marched into the said town of Lexington, and the said company, on their approach, began to disperse; that notwithstanding this, the regular rushed on with great violence, and first began hostilities by firing on said Lexington Company, whereby they killed eight and wounded several others; that the Regulars continued their fire until those of said company, who were neither killed nor wounded, had made their escape.*

*These brethren are marks of ministerial vengeance against this colony, for refusing, with her sister colonies, a submission to slavery. But they have not yet detached us from our Royal Sovereign. We profess to be his loyal and dutiful subjects, and so hardly dealt with as we have been, are still ready, with our lives and fortunes, to defend his person, family, crown and destiny. Nevertheless, to the persecution and tyranny of his cruel ministry we will not tamely submit; appealing to Heaven for the justice of our cause, we determine to die or to be free.*

## DOCUMENT 4

# **Nathaniel Mulliken, Phillip Russell, and 32 other men duly sworn to be 34 minutemen on April 25th, 1775, before three Justices of the Peace**

*We Nathaniel Mulliken, Philip Russell, (and 32 others who are named) . . . all of lawful age, and inhabitants of Lexington, in the Country of Middlesex, . . . do testify and declare, that on the nineteenth of April instant, about one or two o'clock in the morning, being informed that . . . a body of regulars were marching from Boston towards Concord, . . . we were alarmed and having met at the place of our company's parade (Lexington Green), were dismissed by our Captain, John Parker, for the present, with orders to be ready to attend at the beat of the drum. We further testify and declare that about five o'clock in the morning, hearing our drum beat, we proceeded towards the parade, and soon found that a large body of troops were marching towards us, some of our company were coming to the parade, and others had reached it, at which time the company began to disperse, whilst our backs were turned on the troops, we were fired on by them, and a number of our men were instantly killed and wounded, not a gun was fired by any person in our company on the regulars to our knowledge before they fired on us, and they continued firing until we had all made our escape.*

DOCUMENT 5

NEWSPAPER ACCOUNT

# THE LONDON GAZETTE

**JUNE 10, 1775**

Lieutenant Nunn, of the Navy arrived this morning at Lord Dartmouth's and brought letters from General Gage, Lord Percy, and Lieutenant-Colonel Smith, containing the following particulars of what passed on the nineteenth of April last between a detachment of the King's Troops in the Province of Massachusetts-Bay and several parties of rebel provincials . . . Lieutenant-Colonel Smith finding, after he had advanced some miles on his march, that the country had been alarmed by the firing of guns and ringing of bells, dispatched six companies of light-infantry, in order to secure two bridges on different roads beyond

Concord, who, upon their arrival at Lexington, found a body of the country people under arms, on a green close to the road; and upon the King's Troops marching up to them, in order to inquire the reason of their being so assembled, they went off in great confusion, and several guns were fired upon the King's troops from behind a stone wall, and also from the meeting-house and other houses, by which one man was wounded, and Major Pitcairn's horse shot in two places. In consequence of this attack by the rebels, the troops returned the fire and killed several of them. After which the detachment marched on to Concord without any thing further happening.

DOCUMENT 6

TRANSCRIBED FROM *THE UNITED STATES: STORY OF A FREE PEOPLE*  
(PUBLISHED BY ALLYN AND BACON IN 1963)

In April 1775, General Gage, the military governor of Massachusetts, sent out a body of troops to take possession of military stores at Concord, a short distance from Boston. At Lexington, a handful of “embattled farmers,” who had been tipped off by Paul Revere, barred the way. The “rebels” were ordered to disperse. They stood their ground. The English fired a volley of shots that killed eight patriots. It was not long before the swift-riding Paul Revere spread the news of this new atrocity to the neighboring colonies. The patriots of all New England, although still a handful, were now to fight the English.



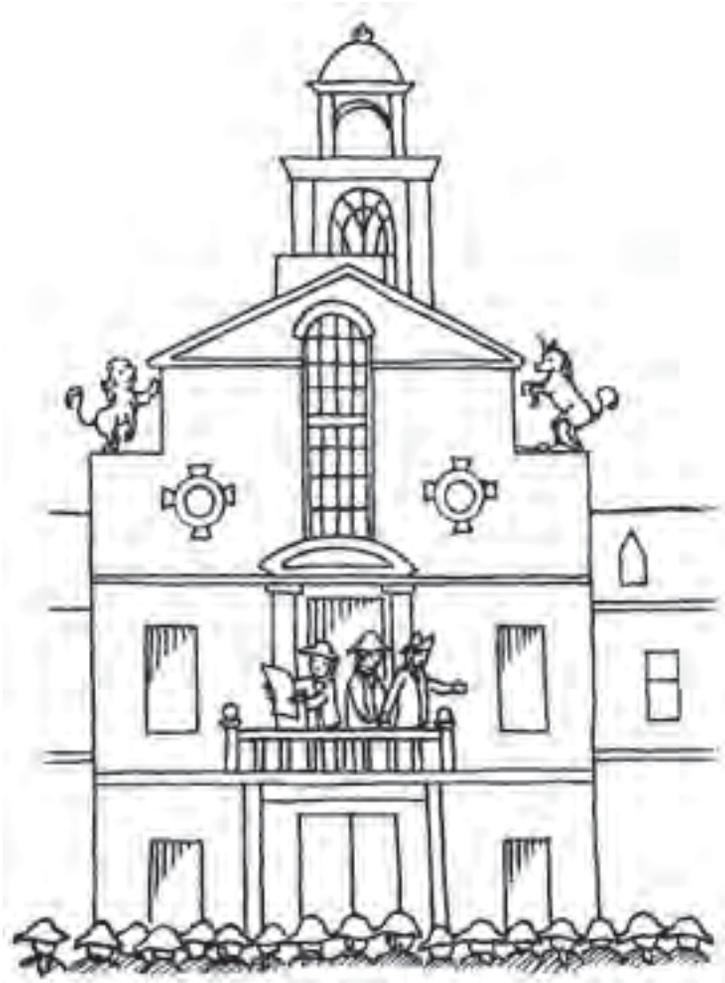
# Declaring Independence

### OVERVIEW

After reading the Declaration of Independence, Patriots and Loyalists will brainstorm ways to recruit the Undecided Citizens over to their side. Meanwhile, Undecided Citizens will compile a list of pros and cons for joining each of the other groups. Then colonists will make a spin to determine their loyalty.

### BACKGROUND

The events of April 19, 1775, marked the beginning of what historians call the War for Independence. The colonists felt that the British government did not take their needs into consideration when creating laws for the colonies. The British government claimed that the colonies were the property of Britain, and as such, must obey their laws. On July 4, 1776, the Continental Congress voted to adopt the Declaration of Independence, which detailed the reasons why the colonies were breaking away from Britain. In Philadelphia the Declaration of Independence was read aloud at Carpenter's Hall for all to hear. Soon



copies of the Declaration were spreading throughout the colonies and being read in the cities, towns, and villages of America.

### ACTIVITY: READING THE DECLARATION OF INDEPENDENCE

Students will read sections of the Declaration of Independence and discuss what the document means and how it affects their lives as colonists. The entire Declaration will not be read, and you may have to help interpret some of the language for students. This experience will provide some valuable insight into why the Patriots wanted to form their own nation.

#### YOU'LL NEED

- Section 1 of the Declaration of Independence (page 47)
- Section 2 of the Declaration of Independence (page 48)
- Section 3 of the Declaration of Independence (page 49)

#### To Do

Make enough photocopies of each section of the Declaration of Independence so that all students in each group will have their own copy. Section 1 will go to the Patriots, Section 2 to the Undecided Citizens, and Section 3 to the Loyalists.

Assemble the citizens of Lexington to listen to the reading of the Declaration of Independence. Have the Patriots, Undecided Citizens, and Loyalists sit with their own groups. Hand each group a section of the Declaration. Inform them that the reading of the Declaration of Independence was a monumental event in history. Assign a representative from each group to read aloud their section of the Declaration, then invite members of the group to comment on what they think that section means and how it might affect their particular group.

Next, have each group move to separate areas of the classroom—the Patriots should “set up camp” on one side of the room and the Loyalists on the opposite side. Place the Undecided Citizens between the two sides. Instruct the Patriots and Loyalists to conduct research and find out why each side believed it was right in fighting for their independence or staying loyal to the British crown (see Resources, page 62). Each group should brainstorm and make a list of reasons why the Undecided Citizens should join its side.

At the same time, tell Undecided Citizens to conduct research on the various people living in the colonies—women, Native Americans, foreign visitors, African-Americans—and how the Declaration of Independence and the coming war might affect them. Have them brainstorm pros and cons for joining the Patriots or the Loyalists and create a list of these pros and cons.

After students have completed their lists, invite each group to share them with the rest of the class. Discuss each group's reasons for joining the Patriots or Loyalists, as well as the Undecided Citizens' list of pros and cons.

### SCENARIO: WE WANT YOU!

**L**oyalists and Patriots throughout the colonies tried to convince Undecided Citizens to join their cause. In this scenario, each Patriot and each Loyalist will pick an Undecided Citizen to persuade to join their group. Each Patriot and Loyalist will get only one chance.

Patriots and Loyalists take turns, with the Loyalists going first. Pick a Loyalist and ask her to choose an Undecided Citizen whom she wants to join the Loyalist cause. The Loyalist must first give the Citizen a reason to support the king, and then make a Negotiating Skill spin.

- If she spins her own Negotiating Skill number or lower, then she has convinced the Undecided Citizen to become a Loyalist.
- If she spins a number higher than her Negotiating Skill, the Loyalist has failed and the Citizen remains undecided.

Next, pick a Patriot to do the same thing. An Undecided Citizen can be picked more than once, as long as he or she still belongs to the Undecided group. This back-and-forth picking will continue until all of the Patriots and Loyalists have had a chance to try to persuade an Undecided Citizen to commit to their side.

### DIARY ENTRY

**H**ave students write in their diaries about how the Declaration will affect their decision to be Patriots, Loyalists, or Undecided Citizens. To help them elaborate on their diary entry, you may want to use the following prompts for each group:

**Patriots:** Write how you feel about being a Patriot. Are you excited? Are you scared? Why do you feel that you should fight for your independence?

**Loyalist:** Write how you feel about being a Loyalist. Are you scared? Do you feel outnumbered? How can you contribute to the cause of defeating the rebellion?

#### **Undecided**

**Citizens:** How do you feel about the War for Independence? Who do you think might win the war? How will your life change if the group you think will win the war actually wins the war?

# The Declaration of Independence

## (SECTION I)

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

# The Declaration of Independence

(SECTION 2)

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

# The Declaration of Independence

## (SECTION 3)

Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. . . .

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. . . . In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

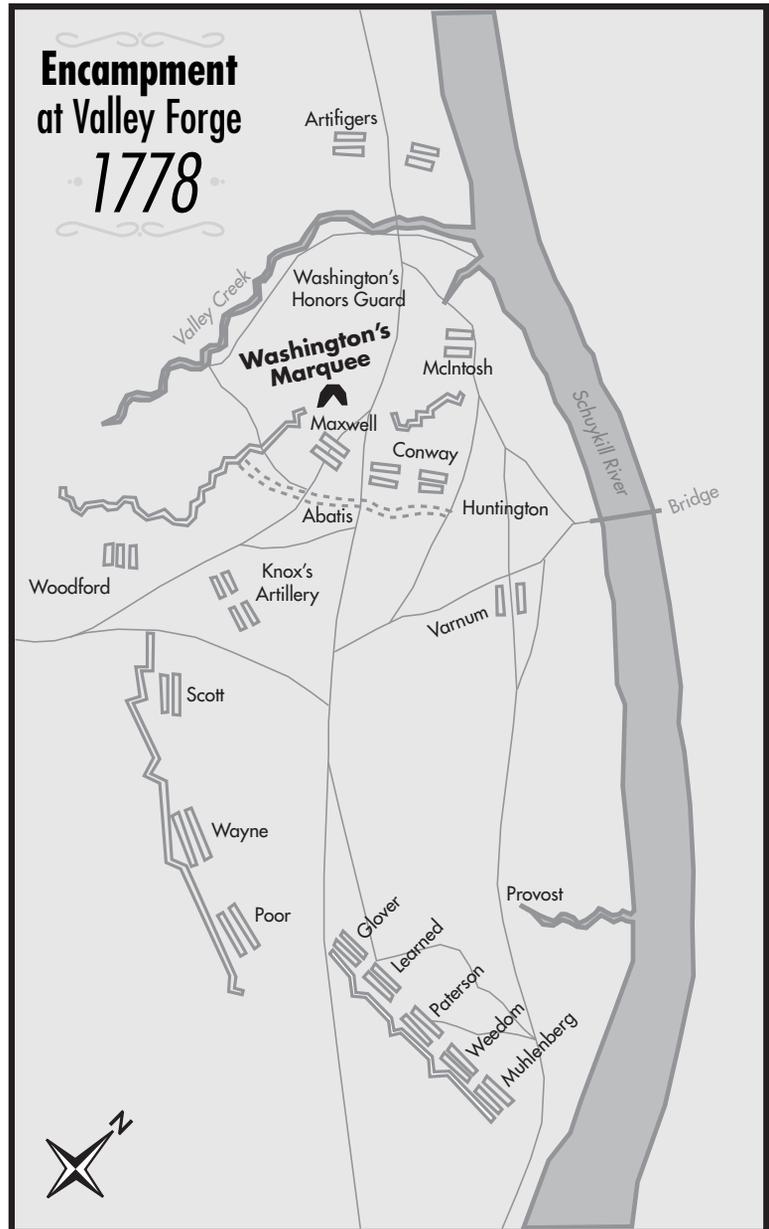
# Winter at Valley Forge

## OVERVIEW

Students compare the lifestyles of soldiers in the Continental (American) army and the British army during the winter of 1777–1778.

## BACKGROUND

Valley Forge was an encampment for the Continental army during the winter of 1777–1778. While the Continental army camped out in Valley Forge, British forces stayed in the city of Philadelphia for the winter. Accounts of the weather that winter identified two periods of severe cold—the end of December and the end of March. Three snowstorms, best described as continuous and steady rather than blizzard-like, also hit the area. In February the heavy snowfall was followed by heavy rain, making roads muddy and impassable. The winter also included several periods of above-normal temperatures.



Such conditions may not have been so bad if the Continental army had been well supplied. But quartermasters and commissary generals, who were responsible for issuing supplies to the army, resigned around mid-1777. Remaining commissary agents were not always efficient and attentive to their duties, and soldiers were left without food and supplies. Exacerbating the problem was the decline in colonial currency, making private trade more attractive. Consequently, farmers and merchants were reluctant to sell their goods to commissary agents.

Surprisingly, these challenges toughened the 6,000 Continental soldiers who remained with General George Washington at Valley Forge. In some respects, the winter at Valley Forge could be considered a turning point in the Revolutionary War. Valley Forge symbolizes patriotism with the suffering, courage, and perseverance of the men who encamped that winter.

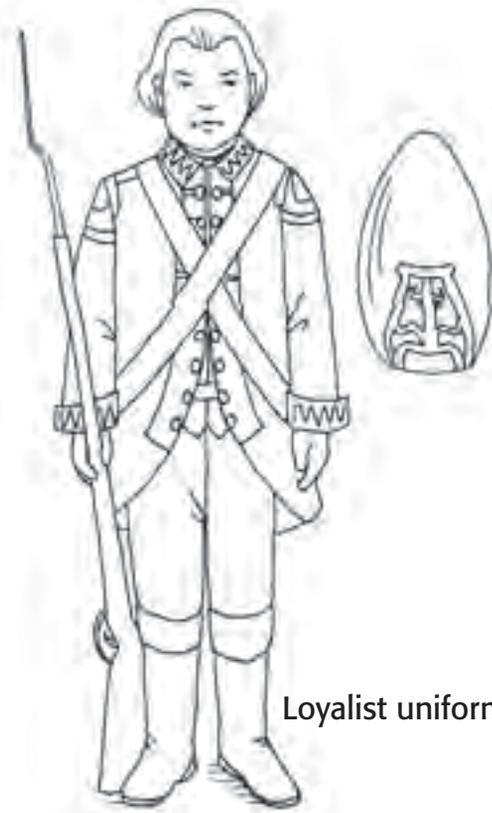
### ACTIVITY: THE WAR GOES ON

**A**t this point, most of the Undecided Citizens should have already decided which side they are going to join. If you still have Undecided Citizens, have each of those Citizens choose which side he wants to join and then spin his Loyalty number or lower to join his chosen side. If a Citizen spins a number higher than his Loyalty number, then he must join the other side.

Now that all students are either Patriots or Loyalists, each group must set up camp on opposite sides of the room and design the uniforms and flags that will represent their regiment.



Patriot uniform



Loyalist uniform

Have students conduct research on the uniforms and flags that were used by both sides during the Revolutionary War (see Resources, page 62). Also, each group should decide on a name for its regiment. The names should also reflect ones used during the war.

Have each group present its regiment name, uniform, and flag to the class and explain the reasoning behind its choices.

### SCENARIO: THE WORST AND BEST OF TIMES

**T**ell students that in this scenario, they are going to be either Patriots camped out at Valley Forge or Loyalists stationed in Philadelphia. Inform students that after General George Washington's defeat at the Battle of Brandywine, the British captured the city of Philadelphia, and General Washington was forced to take his army and spend the winter 25 miles west, at Valley Forge. The Continental army stayed there from December 19, 1777 until June 19, 1778. When it arrived at Valley Forge, the army numbered around 11,000 men, but by the end of winter only about 6,000 men were left. Around 2,500 men had died from starvation, cold, and disease. Another 2,500 had deserted the army and gone home. Read aloud the following diary account from Albigen Wald, a surgeon at Valley Forge in 1777, to give students an idea of what the Patriot soldiers experienced that winter.



## Primary Source Document

December 21

*[Valley Forge.] Preparations are made for huts. Provisions Scarce. Mr. Ellis went homeward - sent a Letter to my Wife. Heartily wish myself at home, my Skin and eyes are almost spoil'd with continual smoke. A general cry thro' the Camp this Evening among the Soldiers, "No Meat! No Meat!" - the Distant vales Echo'd back the melancholy sound - "No Meat! No Meat!" Immitating the noise of Crows and Owls, also, made a part of confused Musick. "What have you for your dinner boys?" "Nothing but Fire Cake and Water, Sir." At night, "Gentlemen the Supper is ready." What is your Supper Lads? "Fire Cake and Water, Sir." Very poor beef has been drawn in our Camp the greater part of this season. A Butcher bringing a Quarter of this kind of Beef into Camp one day who had white Buttons on the knees of his breeches, a Soldier cries out - "There, there Tom is some more of your fat Beef, by my soul I can see the Butcher's breeches buttons through it."*

It was a desperate time for General Washington and the rest of the Patriots, but the 6,000 that remained were turned into one of the best fighting forces on the continent, with the help of Prussian officer Baron Von Steuben. Read the following to the Patriots group:

January 5, 1778

Patriots, you have lost Philadelphia, one of the most important cities in the colonies, to the Redcoats. You are tired and hungry, and it has started to snow again. Your shoes wore out last November, and you have not been able to replace them. You wrap torn cloth around your feet and wince as you leave bloody footprints in the snow from your cracked and bleeding feet. Three days ago you watched one of your best friends die from a fever and hunger. What are you going to do? Choose from one of the following:

1. Try making shoes and clothing out of material that you can scrounge up from around camp.
2. Try to build a better hut for shelter against the cold and snow.
3. Go out and try foraging for food in the woods.

Ask each Patriot to tell you his or her choice, making sure to take note of it on a piece of paper. After all of the Patriots have made their decision, read them the following results:

1. If you chose #1, spin your Common Sense number or lower to make better clothes and shoes for yourself.
  - If you spin a number higher than your Common Sense number, your Morale goes down by one point.
  - If you succeed on your Common Sense spin, add one point to your Stamina. Next, spin your Stamina number or lower. If you succeed, your Morale stays the same. If you spin a higher number than your Stamina, your Morale goes down by one.
2. If you chose to try to build a better hut, spin your Military Expertise number or lower to see if you remember how to build an army hut for shelter.
  - If you spin a number higher than your Military Expertise number, your Morale goes down by one point.
  - If you succeed on your Military Expertise spin, add one point to your Stamina. Next, spin your Stamina number or lower. If you succeed, your Morale stays the same. If you spin a higher number than your Stamina, your Morale goes down by one.
3. If you decided to go foraging for food, spin your Stamina number or lower to be able to endure the cold long enough to find some food.
  - If you spin a number higher than your Stamina number, your Morale goes down by one point.
  - If you succeed, raise your Stamina by one point. Spin your Stamina number or lower again. If you succeed, then your Morale stays the same. If you spin a higher number than your Stamina, your Morale goes down by one.

Next, have each Patriot make another Morale spin:

- If a Patriot spins her Morale number or lower, she decides to tough it out with General Washington at Valley Forge.
- If a Patriot spins a number higher than his Morale, then he must make a Loyalty spin. If the Patriot spins a number equal to or lower than his Loyalty number, then he stays with General Washington. If the number is higher than his Loyalty number, then that Patriot has deserted the army and joined the Loyalists.

Now, read the following to the Loyalists staying in Philadelphia:



January 5, 1778

Loyalists, you are enjoying the warmth and party atmosphere of Philadelphia during the winter of 1777–78. Choose one of the following:

1. Accept an invitation from General Charles Cornwallis to a formal ball. Raise your Morale by one point.
2. Go shopping for some better clothes and a nice beaver hat to keep your ears warm. Raise your Morale by one point.
3. Read the news about how the rebels are either being defeated or in hiding all through the colonies. Raise your Morale by one point.

Inform the Loyalists that British soldiers made fun of the Patriots by making up a song called “Yankee Doodle.” Have the Loyalists sing the following verses of the song:

*Yankee Doodle came to town  
For to buy a firelock  
We will tar and feather him  
And so we will John Hancock*

*Yankee Doodle keep it up  
Yankee Doodle Dandy  
Mind the music and the step  
And with the girls be handy*

By now, students should realize that the war was going quite well for the British at this point. That is why all of the Loyalists get to raise their Morale. The party atmosphere in Philadelphia at that time showed that the British did not take the threat of Washington’s army only 25 miles away very seriously.

### DIARY PROMPT

**H**ave Patriots write in their diaries about their life at Valley Forge, elaborating on the weather, their hardships, and their activities there. Encourage them to use information from their research and the simulation to help formulate their diary entry.

Similarly, have Loyalists write about their life in Philadelphia and how they think the war is going for them.

# Yorktown

### OVERVIEW

**S**tudents learn about the triumphs and defeats of both sides of the Revolutionary War and experience an actual battle in Yorktown.

### BACKGROUND

**T**he winter at Valley Forge had molded a ragtag volunteer army into a seasoned, disciplined force, with the help of Baron Von Steuben, a Prussian officer enlisted by General George Washington. An alliance with France, coupled with the French navy sailing toward the North American shores caused the British army to reassess its location in Philadelphia.

In June of 1778, the British army left Philadelphia under the new command of General Sir Henry Clinton and set out for Manhattan. Hot weather and heavy rains slowed the British march. The Continental army soon overtook the British soldiers and engaged them in battle at Monmouth Court House, New Jersey. The battle was a draw, and under the cover of night the British withdrew and reached Manhattan.

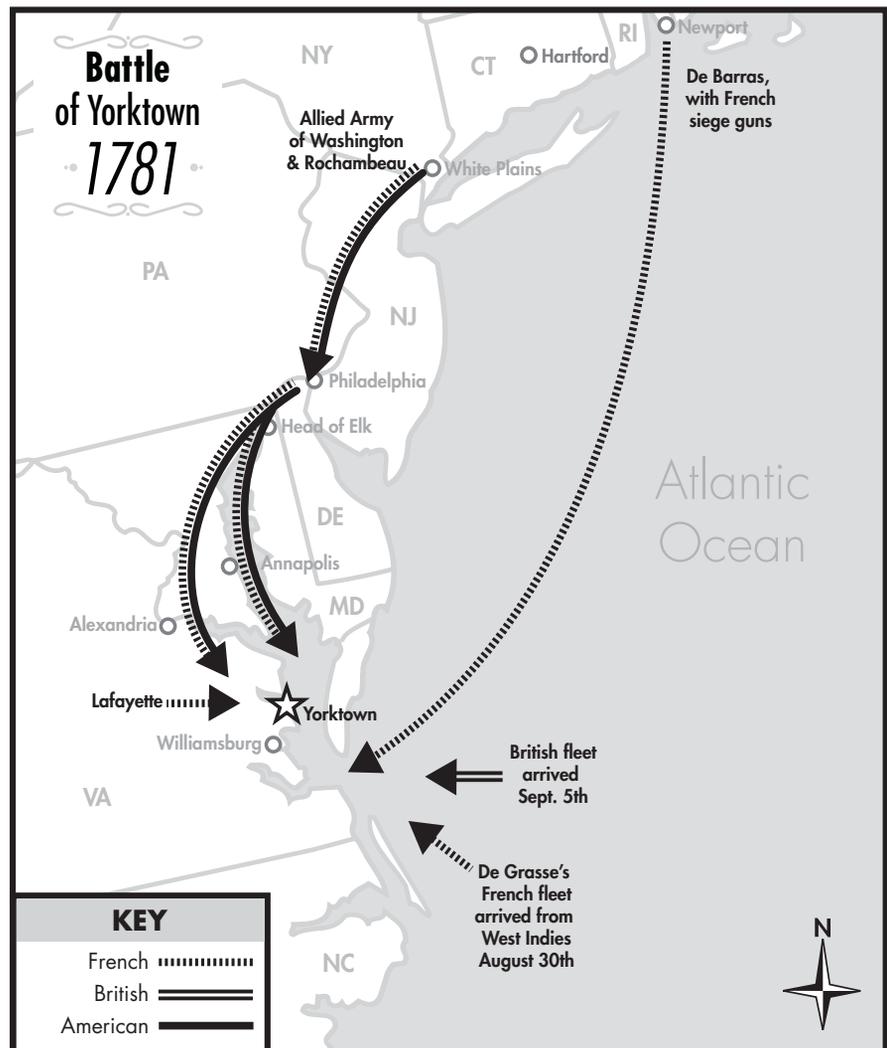
Making little progress in the North, the British decided to take the war to the southern colonies, where they believed they would find more support from the Loyalists. In late 1778, the British captured the major port city of Savannah, Georgia. Shortly after, they also took the city of Augusta. In February 1780, General Charles Cornwallis took the critical port city of Charleston, South Carolina. Here, the British captured 5,000 soldiers and numerous supplies, wiping out most of the southern Continental army. With such success in the South, Clinton left Cornwallis in charge of the southern army and returned his troops to New York. Cornwallis continued to lay claim to the colonial territory, beginning in the South and moving toward the North.

The Continental Congress then sent General Horatio Gates to disrupt the British activities in the South. As Gates marched to Camden, South Carolina, he lost many men in the wilderness and swamp lands. Once at Camden, in the face of the British army, the colonials turned and ran. This marked a new low point for the Continental army. In September 1780 the Continental army suffered another blow when it was discovered that General Benedict Arnold had turned traitor. The British proceeded with great confidence through the South, attempting to systematically wipe out the Continental army.

The Continental army decided upon a risky strategy to counteract the British success. Colonial Major General Nathanael Greene, commander of the southern army, split his troops and sent a small force west while the remainder of his force camped near the South Carolina border under Brigadier General Daniel Morgan. Cornwallis sent a force to meet Morgan. They met at Cowpens, a cattle-grazing field in South Carolina. The battle was a disaster for the British. Cornwallis angrily chased Greene, who had joined Morgan, through North Carolina and into Virginia. The chase took its toll on the British army. Along the way British soldiers burned and abandoned their supplies in an attempt to become lighter and faster. Still, they could not catch Greene. Finally, at Guilford's Courthouse, the two forces met. The battle was intense. The British victory came at a heavy cost. Twice as many British soldiers as Continental soldiers were lost. Cornwallis ordered his army to withdraw to Wilmington, North Carolina.

While these battles raged in the South, little fighting was taking place in the North. General Washington employed the assistance of the French navy, which sailed around New York, cutting off a British withdrawal by water. Washington then headed for Virginia, planning to trap Cornwallis by land at Yorktown, while the French navy stationed at Chesapeake Bay blocked any chance of the British army's escape by sea. Cornwallis knew his chances of defeating the Continental army were slim.

The Continental army and French navy bombarded the town. British supplies inside Yorktown were running short. With no chance of reinforcements, Cornwallis decided to surrender.



## SCENARIO: THE END IS NEAR

**A**fter sharing the above history with students, explain that in this scenario the Patriots will be assaulting the defenses surrounding the British position at Yorktown. The Loyalists will be defending Yorktown from the Patriots. At this point, there should no longer be any Undecided Citizens—every student should have cast his or her lot with either the Patriots or the Loyalists.

Read the following to the Patriots group:



October 17, 1781

Patriots, you can smell the ocean nearby and glimpse the French flags flying from the masts of the French fleet under the command of Admiral Francois Joseph De Grasse. As the first light of day dawns you hear the thunder of the French ships' cannons firing on the defenses of Yorktown once again. You flinch as the cannons of the Continental and French armies surrounding Yorktown join in with the French fleet to pound the British-held city. This siege has lasted for more than two weeks now, and with every passing day the defenses of Yorktown get weaker and weaker.

You snap to attention as you hear the booming German-accented voice of Baron Von Steuben, your commanding officer and the man who taught you how to be a soldier during that hard winter in Yorktown. He orders your company into marching formation—you will try to dislodge the British soldiers from their positions outside of Yorktown.

You set off at a run toward the dirt embankments hiding the British soldiers and see puffs of smoke rising from their cannons. The ground shakes as a cannon ball slams into the earth behind you. Now you see many smaller clouds of smoke as the British musketeers begin to fire at your soldiers. Yet there are not nearly as many enemy muskets firing at you now as there were two weeks ago. You approach the embankment and begin to charge up the dirt slope. Now choose from the following:

1. Fire your musket and jump over the embankment.
2. Jump over the embankment and fire at the first enemy soldier.
3. Crawl carefully over the embankment.

Ask each Patriot to tell you his or her choice, making sure to take note of it on a piece of paper. After all of the Patriots have made their decision, read them the following results:

1. If you chose #1, your fire made the enemy soldier duck down, and as you jump over the embankment you land on top of him and knock him senseless.

2. You jump over the embankment and see a musket pointed at you. Make a Military Expertise spin to see if you shoot him before he shoots you.
  - If you spin your Military Expertise number or lower, you have fired first, and you watch the Redcoat collapse to the ground.
  - If you spin a number higher than your Military Expertise number, the enemy has shot you, and you collapse with a musket ball in your leg.
3. By the time you get over the embankment, your fellow soldiers have already routed the enemy, and you watch as they retreat to Yorktown.

Now read the following to the Loyalists:



October 17, 1781

Loyalists, you wake to the thunder of the French naval guns and hunker down behind the embankment. You know that the cannons of General George Washington and French General Comte Jean-Baptiste de Rochambeau will soon be bombarding your position just outside of Yorktown. You try not to think about your empty stomach and nearly empty ammunition pouch as the Continental army's guns begin pounding the ground around you.

You have heard rumors that General Charles Cornwallis is considering surrendering because the French fleet has cut off any chance of getting reinforcements by sea, and with the Continental and French armies cutting off all of the land routes, it's impossible to escape. This is unbelievable! How could the greatest nation on Earth, with the best-trained and -equipped army in the world, be losing to a bunch of shopkeepers and farmers?

You peek over the embankment when you hear your own cannons firing. The Patriot soldiers must be attacking again. You fire your musket into the mass of charging soldiers and try to reload, only to feel the bottom of your ammunition pouch. As the enemy starts charging up the dirt embankment with their sharp bayonets pointed toward you, think about what you will do next. Choose from the following:

1. Fix your bayonet on your musket and prepare to meet the charge.
2. Try moving to where there are more British or Loyalist soldiers, to get more ammunition.
3. Jump from the embankment and make your way back to Yorktown.

Ask each Loyalist to tell you his or her choice, making sure to take note of it on a piece of paper. After all of the Patriots have made their decision, read them the following results:

1. If you chose #1, a Patriot soldier jumps over the embankment and aims his musket at you. Spin your Military Expertise number or lower to stab him with your bayonet before he can shoot you.
  - If you succeed he goes down, but you see that it is hopeless to stay when more and more Patriots pour over the embankment. You retreat to Yorktown.
  - If you spin a number higher than your Military Expertise number, then the soldier blocks your thrust and fires, the ball grazes your head, and you fall unconscious to the earth.
2. As you begin moving toward your fellow soldiers you find yourself surrounded by musket-carrying Patriots. A Patriot officer points his sword at you and demands your surrender. Having no choice, you drop your musket and raise your hands.
3. As you run back to Yorktown, you glance behind and see that the Patriots have taken over the embankments that you have just abandoned.

### ACTIVITY: SURRENDER AT YORKTOWN

**R**ead aloud the following entries from the diary of Ebenezer Denny, a major in the Continental army, relating the capture of General Cornwallis at Yorktown in 1781.

#### Primary Source Document

October 17th.-

*In the morning, before relief came, had the pleasure of seeing a drummer mount the enemy's parapet, and beat a parley, and immediately an officer, holding up a white handkerchief, made his appearance outside their works; the drummer accompanied him, beating. Our batteries ceased. An officer from our lines ran and met the other, and tied the handkerchief over his eyes. The drummer sent back, and the British officer conducted to a house in rear of our lines. Firing ceased totally.*

18th.-

*Several flags pass and repass now even without the drum. Had we not seen the drummer in his red coat when he first mounted, he might have beat away till doomsday. The constant firing was too much for the sound of a single drum; but when the firing ceased, I thought I never heard a drum equal to it—the most delightful music to us all.*

## Primary Source Document

(Continued)

19th.-

*Our division man the lines again. All is quiet. Articles of capitulation signed; detachments of French and Americans take possession of British forts. Major Hamilton commanded a battalion which took possession of a fort immediately opposite our right and on the bank of York river. I carried the standard of our regiment on this occasion. On entering the fort, Baron Steuben, who accompanied us, took the standard from me and planted it himself. The British army parade and march out with their colors furled; drums beat as if they did not care how. Grounded their arms and returned to town. . . . Lord Cornwallis excused himself from marching out with the troops; they were conducted by General O'Hara.*

Clear a large area in your classroom in which you can reenact the British surrender at Yorktown. Have the Patriots line up shoulder to shoulder, silently awaiting the British soldiers to march in and face them. Have Loyalists march into the classroom holding a white flag. Keep in mind that General Cornwallis did not attend this surrender. Once the Loyalist soldiers have marched in, they should throw down their weapons in a pile.

Now the Patriot soldiers sing their own version of “Yankee Doodle.” Tell students that the Continental army took the song that the British had used to mock the colonists and turned it into a patriotic song that they sang with pride:



*Father and I went down to camp  
Along with Captain Goodin  
And there we saw the men and boys  
As thick as hasty puddin’*

*Yankee Doodle keep it up  
Yankee Doodle Dandy  
Mind the music and the step  
And with the girls be handy*

## DIARY PROMPT

**H**ave students write in their diaries about how they feel about witnessing the surrender of the British army to the Patriots. Ask the Patriots to write about how they think their lives will change as a result of winning the Revolutionary War, and have the Loyalists write about how they think their lives will change as a result of losing the war.

## Wrapping Up

The day after the class has completed the simulation, engage students in a discussion, asking them to share what they've learned from their experience. After the discussion, have students write one last entry in their diaries, summarizing the entire simulation and the key events they have witnessed and been part of over the past eight years.

Use students' diary entries to assess how much students have learned about what it was like to live in the colonies and be part of the War for Independence.

## Resources

### Books

*Dorling Kindersley Eyewitness Books: American Revolution*  
(DK Publishing, 2002)

*Liberty's Children: Stories of Eleven Revolutionary War Children*  
by Scotti Cohn (Globe Pequot, 2004)

*My Brother Sam Is Dead*  
by James Lincoln Collier and Christopher Collier (Scholastic, 1974)

*Johnny Tremain*  
by Esther Forbes (Houghton Mifflin, 1943)

*The American Revolution for Kids: A History with 21 Activities*  
by Janis Herbert (Chicago Review Press, 2002)

*Revolutionary War Days: Discover the Past With Exciting Projects, Games, Activities, and Recipes*  
(American Kids in History series) by David C. King (Jossey-Bass, 2001)

*American Revolution: 1700–1800 (Chronicle of America)*  
by Joy Masoff (Scholastic, 2000)

*If You Lived at the Time of the American Revolution*  
by Kay Moore (Scholastic, 1998)

*A Young Patriot: The American Revolution as Experience by One Boy*  
by Jim Murphy (Clarion Books, 1996)

*American Revolution: Battles and Leaders*  
edited by Aaron R. Murray (DK Publishing, 2004)

*Time Enough for Drums*  
by Ann Rinaldi (Random House, 1986)

## Images of the American Revolution

<http://www.archives.gov/education/lessons/revolution-images/index.html>

## Primary Documents

### Declaration of Independence

<http://www.ushistory.org/declaration/document/index.htm>

[http://www.archives.gov/national-archives-experience/charters/declaration\\_transcript.html](http://www.archives.gov/national-archives-experience/charters/declaration_transcript.html)

<http://www.archives.gov/historical-docs/document.html?doc=1&title.raw=Declaration%20of%20Independence>

### The Virginia Declaration of Rights

[http://www.archives.gov/national-archives-experience/charters/virginia\\_declaration\\_of\\_rights.html](http://www.archives.gov/national-archives-experience/charters/virginia_declaration_of_rights.html)

## Documents from the Continental Congress and the Constitutional Convention

<http://memory.loc.gov/ammem/collections/continental/>

### Common Sense by Thomas Paine

<http://www.ushistory.org/paine/commonsense/singlehtml.htm>

<http://www.constitution.org/tp/comsense.htm>

### Letters from a Pennsylvania Farmer

<http://www.earlyamerica.com/earlyamerica/bookmarks/farmer/farmtext.html>

<http://teachingamericanhistory.org/library/index.asp?subcategory=17>

<http://odur.let.rug.nl/~usa/D/1751-1775/townshend/dickII.htm>

### From Revolution to Reconstruction: Documents: Waldo's Diary, 1777

<http://odur.let.rug.nl/~usa/D/1776-1800/war/waldo.htm>

### From Revolution to Reconstruction: Documents: Denny's Diary, 1781

<http://odur.let.rug.nl/~usa/D/1776-1800/war/denny.htm>

### Barker, John. *The British on Boston*. Cambridge, MA: Harvard University Press, 1924.

<http://pds.lib.harvard.edu/pds/view/2581128>

## **About the Loyalists**

### American Loyalists

<http://www.redcoat.me.uk/index.htm>

### Loyalist Institute Home Page

<http://www.royalprovincial.com/>

### Loyalists During the American Revolution

[http://www.let.rug.nl/usa/H/1994/ch3\\_p14.htm](http://www.let.rug.nl/usa/H/1994/ch3_p14.htm)

## **American Revolution Uniforms**

### Continental Infantry – Patriots

<http://www.srcalifornia.com/uniforms/r4.htm>

### 2nd Massachusetts Infantry – Patriots

<http://www.srcalifornia.com/uniforms/p12.htm>

### British 10th Regiment of Foot – Loyalists

<http://www.srcalifornia.com/uniforms/p31.htm>

### Field Yager Corps, Hessian Mercenaries – Loyalists

<http://www.srcalifornia.com/uniforms/p47.htm>

## **American Revolution Flags**

### Flags of the American Revolution

<http://www.foundingfathers.info/American-flag/Revolution.html>

### Historical Flags of the Revolutionary War

<http://www.americanrevwar.homestead.com/files/FLAGS.HTM>

### Flags of the American Revolution

<http://members.tripod.com/~txscv/revolt.htm>