STEP AWAY FROM THE TEXTBOOK!

American Revolution

Activities, Parodies, Games, Jokes, Review Sheets, "3-D Templates", Cold Reading Passages, and much more!

- Causes of the War
- Key People & Events
- The Declaration of Independence
- Major Battles
Can I really make copies of these pages to use as handouts?

**Yes.** That’s why we made them. Please feel free to make copies of the handouts so that your students can learn and enjoy the material.

*Keep in mind*—it is unlawful to use these handouts for sale or profit. Please do not present the material in these handouts as your own original work, as they are protected by all relevant copyright laws.

Every effort has been made to make these handouts as complete and accurate as possible. However, *there may be mistakes*, both typographical and in content. Therefore, this material should be used only as a guide and not as an ultimate source of research. Homecourt Publishers shall have neither the liability nor responsibility to any person or entity with respect to any loss or damage caused by the information contained in these handouts.

*Okay, now that you’ve got all of the disclaimers out of the way—go have fun!!!*

For information or comments, contact:

**Homecourt Publishers**  
2435 East North St., #245  
Greenville, SC 29615-1442  
benbache@homecourtpublishers.com  
**www.homecourtpublishers.com**  
(864) 877-5123

---

Managing Editor - Ben Bache  
benbache@homecourtpublishers.com

Lead Editor - Alissa Torzewski

Thank you to Joann Wood for contributing ideas, inspiration, and original work to this project.

Additional contributions made by Nancy Rechtman and Audrey Cook.

Cover illustration by Zach Franzen.

Copyright ©2010 by **Homecourt Publishers**
# Table of Contents

**Section 1 — Favorites**  
Different Perspectives *(Role-Play)*  
Time for Independence *(Reader’s Theater)*  
Revolution “Zip Around” *(Classroom Game)*  
American Revolution *(Timeline Jumble)*  

**Section 2 — Information Overload**  
The Declaration of Independence  
Fighting a War...  

**Section 3 — Pocket Activities**  
A Tough Decision  
Causes of the American Revolution  
A Different State of Mind  
Declaration of Independence  
Revolutionary Logistics  
A Little Humor *(Jokes)*  

**Section 4 — Language Arts Integration**  
*The Shot Heard ’Round the World*  
Revolutionary Quotes  

**Section 5 — Printouts, Puzzles, & Games**  
American Revolution *(Word Jumble)*  
Ideas of Independence *(Tiles)*  
Revolutionary Battles *(Hidden Message)*  

**Section 6 — 3-D Templates**  
Course of the American Revolution *(Hands-on Study Sheet)*
“A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.”

—Horace Mann (1796-1859)
“The Father of American Public Education”
Section 1

Check out some of my... Personal Favorites

Over the next few pages I will share some of my personal classroom secrets that are sure to engage and excite your students!

Here’s how it works:

The left-hand page includes the song parody, activity, poem, game, etc. for you to share with your students.

The right-hand page includes my personal commentary, including the reasons I’ve had success with this exercise, any key directions, and other tid-bits that might be helpful.

***The exercises on the next few pages are great to use for this topic area, but you can easily modify them to use for other topics and even subject areas. The simple format and extra notes that are provided will really help with this!
Role-Play

Different Perspectives

Description: A role-play discussion in small groups to debate the Boston Tea Party in the days after it took place

Instructions: After teaching the Tea Party, have students participate in this role-play to further examine all the perspectives in history.

---

Participant in the Boston Tea Party

In your discussion, you must convince the others in your group that participating was the right thing to do. The British were wrong in trying to tax the American colonists for tea. There should be no taxation without representation, and Americans should refuse to buy tea that is taxed (no matter how low the cost of the tea). The British cannot force American colonists to buy anything, especially when colonists don't have a voice in Parliament.

---

Patriot Bystander

In your discussion, you must convince the others in your group that the Sons of Liberty who took part in the Boston Tea Party must not be punished. While you might not have agreed with such drastic measures, you respect the actions of the Sons of Liberty. They stood up for your rights, and the British have no right to force a tax on the colonies. There should be no taxation without representation!

---

Loyalist Bystander

In your discussion, you must convince the others in your group that the Sons of Liberty were wrong and destructive. They should be punished, and they are only causing the King to pass more laws that take away colonists' rights. The colonies had lots of rights before some of the Patriots began to disobey! If those few troublemakers are punished, maybe everything will become normal again.

---

Tea Merchant

In your discussion, you must convince the others in your group that you have been hurt the most by this Tea Party. You live in the colonies and, while you disagree with some actions of the British, you know life is still okay. Colonists have a pretty good life under British rule. But now you have lost money and your entire shipment of tea was destroyed. How are you supposed to feed your family? Who will pay you back? This isn't fair!
Some of My Thoughts...

Why I think this is a great exercise...

This is a great “put yourself in their shoes” activity. It is active learning at its best and allows the students to examine different perspectives prior to the American Revolution. Of course, it also ties in persuasive language – an ELA integration!

The Step-by-Step in the classroom...

After reading articles and looking at primary sources (letters, colonial newspapers, speeches, diaries, etc.) prior to the American Revolution, I break the students into groups and assign them roles. They are not to tell anyone else in their group their role ahead of time. They start a discussion and each person has to “become” their character.

The students try and persuade the others in their group that their position is the right one, and back up their opinions with facts we have learned.

After about 5 minutes, pause and talk about what was said and learned from the activity. Was it clear what “role” everyone was playing? You’ll be amazed at the level of conversation you get!

Lesson Learned:

You pick the groups! You can balance the leaders and the followers as well as the high-level readers with the struggling readers. After letting them do the activity once, I revisited it a week later and told the students to take their discussions to the next level, now that they knew what I expected. It seemed to further solidify their learning.
Reader’s Theater

Time for Independence

Description: Reader's Theater script about the decisions that surrounded the signing of the Declaration of Independence.

Instructions: Use as ELA integration during SS lesson, or vice versa.

To Declare Independence - or Not...

Characters

<table>
<thead>
<tr>
<th>Thomas Paine</th>
<th>Colonist 1</th>
<th>British Man 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson</td>
<td>Colonist 2</td>
<td>Patrick Henry</td>
</tr>
<tr>
<td>John Hancock</td>
<td>George Washington</td>
<td>Benjamin Franklin</td>
</tr>
<tr>
<td>Paul Revere</td>
<td>British Man 1</td>
<td>Narrator</td>
</tr>
</tbody>
</table>

Narrator: In Virginia, the colonists are worried. They are not sure if they should try to be free from Britain yet. They are afraid. There is a meeting in the church to talk about it.

Colonist 1: I really don't want to hear about all this freedom business. We have a good life... why shake things up?

Colonist 2: I know. It’s a little scary. Let’s hear what this guy says.

Patrick: My fine fellow colonists....

Colonist 1: Oh boy, here we go. Another windbag...

Patrick: (at the end of his speech) Give me Liberty or Give Me Death!!!

Colonist 2: Wow, that actually wasn't too bad.

Colonist 1: Yea, I guess. I'm still not 100% sure though.

Narrator: In Boston, there were all kinds of other things going on. Thomas Paine was writing a booklet to pass out to the colonists to get them excited about independence. And Paul Revere had something to say.

Thomas Paine: Here is my book. It is called Common Sense. We must all have Common Sense and realize some things.

Colonist 1: Oh no, not again.

Colonist 2: Another fanatic, right?

Colonist 1: Well, everyone else is getting one, what's the harm in reading it.

Thomas Paine: We must break free from Mother England. A Mother would not start a war with her child.

Colonist 2: He's got a point.
**Thomas Paine:** We are strong, we can do it. We can do it!!!

**Colonist 1:** Yes! We can do it!

**Colonist 2:** Woo Hoo! I am so fired up and ready! What a great book!

**Narrator:** On the other side of town...

**Paul Revere:** It's almost time. It's almost midnight. I am so nervous.

**Ben Franklin:** No worries, Paul. It's just to tell everyone that the war has started. No pressure.

**Paul:** Thanks, Ben – Um, I think. Ok, Here I go... (*leaving on his horse, quietly at first*) The British are coming! The British are Coming!

**British 1:** (*looking out a door*) What, where are we going?

**British 2:** (*out another door*) Hey, it's midnight! Where are we going?

**Paul:** Uh oh. (*turns around and goes back*) Ben, something's wrong. When I say the British are coming, all the soldiers think I'm talking to them!

**Ben:** Hmmmmm... we must come up with a code. How about the Regulars are coming?

**Paul:** Sounds good. (*goes back to try again – louder and more confident*) The Regulars are Coming! The Regulars are Coming!

**Narrator:** And so the message was delivered all the way to Concord. The Patriots there were ready for the British attack. A meeting was called in Philly after Lexington and Concord since an emergency was now at hand and a decision had to be made.

**Colonist 1:** Ok, we are here for the Continental Congress. We have to make some choices here. Do we declare independence or not? Do we fight or not?

**Colonist 2:** I think we are ready.

**Colonist 1:** We need to assemble an army. The army will need a general to lead them. George, will you do us the honor?

**G. Washington:** Certainly. I will call our army, “The Continental Army,” and we will call ourselves “Patriots.”

**Colonist 2:** Great. Now, we need a document that declares to England our freedom.

**Colonist 1:** Whoa there – that is committing an act of treason you know.

**Colonist 2:** Yes, I know. But we have no choice.

**Ben Franklin:** I came here to say that if we are going to hang separately, we might as well hang together.
G. Washington: Ben, you always know just what to say.

Colonist 2: We need a writer. Who among us is a writer?

Thomas Jefferson: I can do it. I will write a draft.

Colonist 1: Thanks, Tom. We appreciate that.

Narrator: Thomas goes to his hotel room and for 3 days and by candlelight works hard on his draft of independence. It goes something like this:

Thomas J: We hold these truths to be self-evident. That all men are created equal and are entitled to certain rights. Life, liberty, and the pursuit of happiness. It is our duty and honor to change our government.

Ben Franklin: Hold up – wait a minute. Let me break it down with a little help from my friend Mr. Hancock.

John Hancock: Break it down, Ben. Go ahead.

Ben: These things are true - Ready?

Hancock: We are all created equal.

Ben: We all get to live, be free, and strive for happiness.

Hancock: We couldn't change our king – but here, in our new land, if we don't like our government, we can change it!

Ben: Last, but not least

Hancock: Let’s hear it, Benny boy -

Ben: We are FREE! Independent from England.

G. Washington: Wow, Thomas. That is a wonderful document.

Thomas Jefferson: Thanks. Can we sign it now?

Colonist 1: No, we must talk about it first.

Narrator: Three days of talking go by. On July 4, 1776, it was signed even though the people signing it knew they were committing treason in doing so.

Thomas: We shall call it the Declaration of Independence

John: Let me sign it first. I helped break it down. (signs it very largely)

Thomas: John, I know you are excited, but the rest of us need to sign it too!

John: My bad. Have at it.

Narrator: And so the Declaration was in place. The War had already begun and continued on for 7 more years. In the end, the Patriots were victorious – with a little help from their friends. Thank you to our Founding Fathers. Of course, this was only the beginning...
This Reader's Theater addresses ELA standards and reading as well as content in Social Studies. It breaks down a difficult concept and difficult language into something the students can grasp. It makes history come alive - literally (almost) - in your classroom without using a textbook!

After we talked in detail about the Declaration, and even pretended to write our own, I still felt that my students didn't get it - they didn't understand how important the Declaration was for our country and why it was such a big deal that it was written.

I came up with this Reader's Theater to help them, and I found that it really worked. All students were given the same script and I put them into groups. They practiced for one day and performed it the next day for each other.

Even though it was all the same play, it was neat to see the different interpretations the students put into it. We talked about meaning and expression so I got to tie in some ELA work as well.

Don't have students memorize a Reader's Theater. It is meant to be quick and spontaneous. My students like to create their own props or drawings, which I do allow if they have time. It helps them stay excited and take ownership of their learning.
## Classroom Game

### Revolution "Zip Around" Game

**Description:** “Zip Around” game for review

**Instructions:** One student asks the question on his or her card, and the student with the appropriate card reads the answer. That student then asks his or her question, and the “zip around” continues. Use as a review tool at end of a unit and for end-of-year testing.

<table>
<thead>
<tr>
<th>I am Patrick Henry</th>
<th>I am Thomas Paine</th>
<th>I am Thomas Jefferson</th>
<th>I am Benjamin Franklin</th>
<th>I am George Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was the author of the pamphlet “Common Sense?”</td>
<td>Who was the father of the Declaration of Independence?</td>
<td>Who spent time in France convincing them to become our allies?</td>
<td>Who was the leader of the Continental Army?</td>
<td>Who was the ruler of England during the Revolutionary War?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am King George</th>
<th>I am Paul Revere</th>
<th>I am John Adams</th>
<th>I am Samuel Adams</th>
<th>I am Yorktown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who became famous for his midnight ride to warn the Patriots?</td>
<td>Who was a member of the Sons of Liberty and an ambassador to France?</td>
<td>Who set up the Committees of Correspondence to protest British taxes?</td>
<td>Where did the British surrender and give the Patriots a victory in the war?</td>
<td>What battle in New York was called the “turning point” of the war?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am Saratoga</th>
<th>I am Concord</th>
<th>I am Lexington</th>
<th>I am Charleston</th>
<th>I am Peter Salem</th>
</tr>
</thead>
<tbody>
<tr>
<td>At which early battle did the Patriots “surprise” the British on a bridge?</td>
<td>Where did the “shot heard round the world” take place?</td>
<td>Which battle of the Revolution was fought mostly at sea?</td>
<td>Which African American served on the front lines at Bunker Hill?</td>
<td>Who was the first African American man to die in the Revolution?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am Crispus Attucks</th>
<th>I am Martha Washington</th>
<th>I am Abigail Adams</th>
<th>I am Molly Pitcher or Mary Ludwig Hays</th>
<th>I am Marquis de Lafayette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who joined her husband during the winters and helped tend to the soldiers?</td>
<td>Who wrote encouraging letters to her husband during the war?</td>
<td>Who was the woman who gave the soldiers water on the front lines?</td>
<td>Who was one of our young French allies who served alongside George Washington?</td>
<td>Which Virginia lawyer said “Give me Liberty or Give me Death?”</td>
</tr>
</tbody>
</table>
Who doesn’t like a game to help them study? This game can be pulled out again and again all year long as a continuous, fast review tool. It can be used first thing in the morning, or when packing up at the end of the day. Sure beats pencil and paper reviewing!

Cut out the cards and give one to each student (or use note cards instead). You can probably break the class into two teams and play the game twice. Pick one student to stand up and read the QUESTION aloud on his or her card. Whoever in the class has the answer stands up and reads only the ANSWER. You tell them if they are right. If they are, they then read their question and so on.

Essentially, you will be “zipping” around the room with the questions and answers! It might take a little while the first time you play the game, but you will be amazed how fast they get used to it!

I highly recommend timing the students on this game after they practice a few times. They LOVE to beat their times, and it adds a motivation factor!
Description: A “Timeline Jumble” where students arrange events of the American Revolution in chronological order.

Instructions: Call out the events below (in random order) and have students copy them onto note cards. Students must place the events in chronological order.

Timeline Jumble

Call out the events (in random order) and your students write them onto note cards. They must put the events into chronological order (as shown below):

1. End of the French & Indian War
2. Passing of the Stamp Act
3. First shots of the American Revolution
4. Declaration of Independence signed
5. Articles of Confederation approved by Congress
6. The Fight in the North (Saratoga, Valley Forge, etc.)
7. British capture Charleston
8. The Southern Campaign begins
9. Battle of Yorktown / British Surrender
10. Constitutional Convention held
11. Constitution is drafted & sent to the states
12. The U.S. has forms its new government (that still exists)
Some of My Thoughts...

Why I think this is a great exercise...

This is a great activity because it is hands-on, challenging, and easy to follow. It’s also important because it helps you determine if students have a grasp on the events of the American Revolution as a whole (i.e. no student should think that Constitution was drafted before the end of the war).

The Step-by-Step in the classroom...

Call out the events listed on the left-hand page in random order. Your students write each event on a note card and then they must place the note cards in chronological order.

You can also have your students write additional facts and notes about each event on the back of the note cards, and they can use these for study guides and review.

As a class, discuss why these events were chosen as the key events of the American Revolution, and list any other events that were also important (and discuss where they would fit into the timeline).

Helpful Hint:

Timelines are a crucial tool in social studies, and interpreting them is an important literacy element for your students to master. This activity can be repeated at the end of each unit, and you can expand (i.e. all events in an entire century) or contract (i.e. just the events in a specific year) as you see fit.
Section 2
"Information Overload"
Primary Source Review Sheets

The next few pages feature a wide assortment of Primary Sources from this particular time period. These resources will help engage your students and help them understand the “story behind history”.

Feel free to make copies of these “Primary Source” review sheets to give to your students.

What is a Primary Resource?

Primary resources are documents or other materials that give a researcher a firsthand account of a historical event or time period. These sources reflect the experiences, viewpoints, and observations of individuals who actually lived through certain events.

Examples of Primary Resources

- Letters
- Diaries and Journals
- Historic Speeches
- Census Data
- Audio / Visual Recordings
- Public Records
- Firsthand News Reports
- Political Cartoons
- Original Artwork
- Physical Artifacts

Primary resources often give a more accurate view of history than secondary resources. Secondary resources are materials that review an event after it has taken place. An example of a secondary resource is an encyclopedia, or even your textbook.

The next few pages contain a variety of primary resources. Each document has been carefully chosen to help explore a unique part of United States history. We hope you enjoy the materials--& remember...

Have Fun!!!
The Declaration of Independence announced that the United States of America was free and independent from Great Britain. Written mainly by Thomas Jefferson and adopted by the Continental Congress on July 4, 1776, the Declaration listed a number of grievances against English King George III as the reasons for seeking independence. This document set the stage for the American Revolution, a war in which the colonies succeeded in severing ties with Britain.

In Congress, July 4, 1776
The unanimous Declaration of the thirteen United States of America

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—

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—

Immediately after the Declaration of Independence was written and signed, congress ordered several copies to be made. A Philadelphia printer named John Dunlap was hired for the job.

Dunlap printed several hundred copies which were sent to the various state offices and distributed to the public (one of these copies was even sent to King George III). The printed copies were created with block type (not script, as the one shown above), and did not feature all of the signatures.

The original Declaration of Independence is currently stored in a sealed vault at the National Archives in Washington, D.C.

The first public reading of the Declaration of Independence took place on July 8th at the Pennsylvania State House in Philadelphia (now known as Independence Hall), where the document was signed.

The announcement shown here appeared in a Philadelphia newspaper on the morning of July 8, 1776.

Go ahead and give your John Hancock

It’s widely known that anyone asked to “give your John Hancock” is being asked to sign his or her signature. So, how did John Hancock earn such a distinction?

As the President of the 2nd Continental Congress, Hancock had the honor of being the first to sign the Declaration of Independence. He used this opportunity to write his name in bold print in the middle of the historical document.

According to legend, after John Hancock signed his name, he declared, “There, I guess King George will be able to read that!”
In the early years of the American Revolution, Benedict Arnold was one of the most capable leaders in the Colonial Army. To the left is his Oath of Allegiance to the military, which had to be signed by all officers.

Unfortunately, Arnold’s oath wasn’t much better than the paper that it was written on. Only a year after this oath was signed, Benedict Arnold switched sides and went to fight for the British. In 1780, he made arrangements to surrender the fort of West Point to the British (his plan was foiled).

Despite his efforts to help America in the early part of the war, Benedict Arnold is remembered far more for being a traitor.

The American Revolution wasn’t just a war between the British and Americans. The colonists often clashed with each other. Many of the most respected men in the country outwardly opposed the war against Britain, and thousands of American colonists openly supported the British crown.

Colonists who supported the war were known as “Whigs.” Americans who remained loyal to the King were known as “Tories” or “Loyalists.”

These names originated in the 1670s when another unpopular English King came under attack. Citizens who were part of the Whig political party tried to remove King James II from the throne (just as the Whigs tried to remove King George III during the American Revolution). The Conservative Party, or the Tories, remained loyal to James II.

The announcement shown here reveals the tension between Whigs and Tories during the American Revolution. It appeared in the North Carolina Gazette in 1777, and describes a group of Tories who forced a ship to turn around because they were unwilling to take an Oath to the state.

To the right is a news update that appeared in a Philadelphia newspaper the day after the Battle of Yorktown and the surrender of the British Army.
Section 3

Pocket Activities

These are quick activities that can be used for class-openers, ice-breakers, attention-grabbers, and so on.

We’ve also added a few jokes to have in your pocket when you’re really trying to keep students from staring out the window!

Activity - A Tough Decision

When the Stamp Act was passed in 1765, the colonists immediately started to resent British rule and demand changes. The American Revolution, however, did not begin for another ten years. As a class, list reasons why the colonists were unwilling to immediately resort to war.

Reasons the Colonists Did Not Want to Resort to War

- Loyalty to the British crown
- Many hoped that peaceful negotiations with Britain would solve the problems
- England was the most powerful—and feared—empire in the world
- Colonists believed that the conditions would improve over time

By 1776 (when the Declaration of Independence was written), many respected Americans were ready to go to war with the British. Discuss whether there was a specific event that motivated them for change, or was it a series of changes (answer: There were specific events, such as the Boston Tea Party, that prepared the nation for war. However, it was more of a slow process for the majority of Americans, and many were not completely swayed until the war began).

Activity - Causes of the American Revolution

Ask your students to imagine that they are living in the years prior to the American Revolution. They have been given the job of writing slogans to help rally the colonists against the British. Give them a few minutes to come up with ideas, and then ask for volunteers to share their slogans.

One of the most famous slogans of the time period appeared on the Gadsden Flag, named for South Carolina native Christopher Gadsden. The slogan was, “Don’t Tread On Me.” Discuss why this motto was so appealing to the colonists at the time (possible answer: it offered a clear warning to the British that the colonists would not be taken advantage of or submit to unfair practices like taxation without representation).
Activity - A Different State of Mind *(the British vs. American colonists)*

Below are the lyrics to the patriotic song, *America*. This became the unofficial anthem of the United States in the years following the American Revolution. The music for the familiar ballad was taken from an old English song, *God Save the King*, which had been around for over a century *before* the American Revolution. The lyrics for this song are also shown.

Compare the lyrics of these two famous songs. What do they tell you about the different sentiments of the American and British people? Discuss how these differences were a leading cause of the American Revolution.

*America*

My country 'tis of thee  
Sweet land of liberty  
Of thee I sing!  
Land where my fathers died,  
Land of thy pilgrim's pride  
From every mountain side  
Let freedom ring!

*God Save the King*

God save our gracious King!  
Long live our noble King!  
God save the King!  
Send him victorious,  
Happy and glorious,  
Long to reign over us,  
God save the King!

Activity - Declaration of Independence

Perhaps the most famous line of the Declaration of Independence is:

*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*

As a class, go through this preamble line by line. What does it tell you about the beliefs of the men writing the Declaration and what they were trying to accomplish?

Considering that the practice of slavery still existed when the document was written, discuss how this first line could have caused significant argument among the delegates.

Activity - Revolutionary Logistics

When studying warfare, it is easy to focus only on the outcome of the major battles. However, the logistics of war *(such as making sure the troops have ammunition)* are equally important. Ask your students to list the small details that were essential for the American colonies to effectively fight the British. Some examples:

**Logistical Problems during the American Revolution**

- The troops had to get adequate food, which had to be kept from spoiling.
- Warm clothing was needed for cold weather *(i.e. gloves, hats, and heavy jackets)*.
- Small wounds had to be treated correctly to keep them from developing a major infection.
- The troops needed a place to sleep at night, and shelter from the elements.
- Horses traveling with the soldiers needed to be fed and cared for.
- Weapons *(i.e. cannons, guns, ammunition)* needed to be maintained and transported.
- Maps and navigational equipment were needed to move the armies in the right direction.
- Communication lines needed to be kept open for new orders or developments in the war.
- Troops had to focus on their duties regardless of support or criticism from the public.

Discuss how the armies in the American Revolution dealt with these logistical problems. Do these same problems still exist for militaries today? How has technology helped?
Tensions Prior to the War

Q: What was the final result of Parliament’s passing of the Stamp Act?
A: The Continental Soldiers decided to “lick” the British
(get ready for the groans, but it will help your students remember the significance of the Stamp Act)

POLITICIAN #1: You know what… the colonists must have been furious about “taxation without representation.”

POLITICIAN #2: Why do you say that?
POLITICIAN #1: Because I’ve noticed that people aren’t real happy about taxation WITH representation...
(this joke isn’t really appreciated by students who don’t pay taxes—but it will help get the point across)

Declaration of Independence

TEACHER: True or False: The Declaration of Independence was written in Philadelphia.

STUDENT: False… it was written in ink!
(not much instructional value to this one, but your students will get a kick out of it)

Q: What dance was extremely popular in 1776?
A: Indepen-dance
(it’s “cheesy” at best, but it’s a good way to remind your students that 1776 was an important year)

American Revolution

Q: Why did Paul Revere ride his horse from Lexington to Concord?
A: Because the horse was too heavy to carry!
(a bit of a trick question, but your students will enjoy it as you discuss the American Revolution)

Q: What was the craziest battle of the American Revolution?
A: The Battle of Bonkers Hill
(a bad, bad pun… but you’d be surprised at how much students appreciate this sort of comic relief)

Q: What did militia leader Francis Marion wear on his feet during the American Revolution?
A: Swamp Socks
(another bad pun, but a good way to remember the most legendary militia fighter, the “Swamp Fox”)

Page 21
The American Revolution begins at Lexington & Concord

It was apparent that the American colonists were frustrated with the British. Still, being frustrated with a group of people and being involved in an all-out war with them are two very different things. That’s what made the 1760s and 1770s a tense time in the history of the United States.

In 1765, the British government passed the Stamp Act onto the American colonies. This taxed all printed goods, including newspapers, legal documents, and even playing cards. It was at this point that the concept of “taxation without representation” started to lay heavy on the minds of the colonists. The Americans believed that they were being treated unfairly by Britain, the nation that had been their Mother Country for generations.

However, it wasn’t that simple. All colonists had been raised to be loyal to the King of England, and British citizens and loyalists had been living peacefully in the colonies for years. Besides, if Britain was not going to look after the young America, then how would the nation function? It had been proposed that the leaders should be chosen by the people, and that all decisions should be made with equal representation from all walks of life (from farmers to scientists). This radical form of government had never been attempted anywhere else in the world.

In 1775, this was still all just talk. But the tensions were rising fast, and merchants were growing more frustrated every day with British taxes. Concerned that the colonists may be close to starting a war, British General Thomas Gage decided to burn down American military stores in
Concord, Massachusetts. His hope was to stop any rebellion before it started. American patriot Paul Revere heard of this plan and warned a group of Minutemen (colonists who were prepared to fight at a minute’s notice). They, in turn, went to head off Gage’s Regulars before they made it to Concord.

**What happened next...**

Having intercepted the British Regulars in Lexington, the Minutemen fire their guns at them. Known as “The shots heard ‘round the world,” these first shots begin the American Revolution.

The British Regulars marched right through this first skirmish at Lexington but, with the news quickly spreading, were faced with stronger opposition when they reached Concord. Years of debating were over—the Americans were at war. The colonists soon took it to the next level by declaring themselves independent from Britain in 1776. This, of course, was marked by the signing of the Declaration of Independence.

For the next seven years, the American and British armies battled it out. At the beginning of the war, the more experienced British Regulars seemed to dominate the colonists. However, the Americans were on their home ground, and felt more deeply for the cause of freedom. The long war ended in 1783 with a victory for the United States, and the new nation was now free to establish its own government.

It could be argued that the Revolutionary War was the easy part in becoming an independent nation. The concept of a nation for the people and by the people was radical at the time, and there was a learning curve to be had. In 1787, the Constitution was drafted, which laid out in great detail how this new form of government was to work. Today, the United States still holds the Constitution as its central blueprint for government.

**A Definition You Should Remember...**

**Minutemen** – the term used to describe members of the militia (i.e. soldiers who were not part of the regular army) during the American Revolution who promised to be ready for battle in a minute’s notice.
The Stamp Act was wrong, and the colonists weren’t about to stand for it. In 1765, Great Britain placed a tax on all legal documents and other paper products in the American colonies. The tax was passed without any debate in Parliament from the American public. To put it simply, it was taxation without representation.

With frustrations mounting, a twenty-nine year old from Virginia rose up to lead the American people in protest against the Stamp Act. Patrick Henry, who would play a vital role in preparing the country for the revolution a decade later, had only been a member of the Virginia House of Burgesses for a couple of weeks when the legislation was passed. He delivered a motivating speech before the House against the Stamp Act, concluding with the remarks, "Caesar had his Brutus, Charles the First his Cromwell, and George the Third may profit from their example!"

Lots of people were outraged by the Stamp Act, but they felt that Patrick Henry had gone too far when he directly insulted the King of England. The American Revolution was still over ten years away, and loyalty to the King was expected in the colonies. Voices cried out, "Treason! Treason!" To this, Patrick Henry shouted back, "If this be treason, let’s make the most of it!"

And they did. People in the colonies began to ignore the tax stamp—even courts wouldn’t require it on legal documents. If nothing else, the Stamp Act only united the colonists against a common enemy—Great Britain.

These words, spoken by American Patriot Samuel Adams on December 16, 1773, began the infamous Boston Tea Party. This, in turn, paved the way for the Revolutionary War. Earlier that night, 5,000 colonists had gathered at the Old South Meeting House in Boston to debate the action that should be taken to combat a tax that the British had imposed on imported tea. The tax was just one of a long list of grievances that the people of the colonies had suffered. They were tired of falling victim to taxation without representation.

But all of the debating and arguing seemed to be accomplishing nothing. Seeing this, Adams announced, "This meeting can do nothing more to save the country!" This was a signal to the thousands of patriots outside of the meeting hall, and it told them to resort to harsher measures.

A crowd of colonists (some dressed as Mohawk Indians) ran to the waterfront where three British ships were waiting to off-load shipments of tea. The protesters boarded the ships and tossed 342 chests of tea into the water, destroying over 30,000 pounds of the commodity. The message to the British was clear—the colonists would no longer stand quietly and watch their rights be ignored. And, more importantly, the Boston Tea Party set the stage for the American Revolution, which began less than two years later.
“Don’t one of you fire until you see the whites of their eyes!”

William Prescott (1775)

This immortalized order found its place in the history books during the American Revolution’s Battle of Bunker Hill near Boston, Massachusetts, on June 17, 1775. The American troops were led by Colonel William Prescott and General Israel Putnam. Both men had gained their experience fighting along side the British in the French and Indian War.

As the British launched their initial attack, Prescott and Putnam had an unsettling realization—they were low on ammunition. In an effort to conserve what they did have, an order was passed through the lines. Men who fought at the battle recalled the exact words being: “You men are all marksmen. Don’t one of you fire until you see the whites of their eyes!”

The American troops allowed the British to advance to dangerously close range, and then opened fire. Surprised and confused, the British were forced to retreat on their first assault. Eventually the Americans did run out of ammunition. At this point, they had no choice but to withdraw.

Despite the final outcome of the battle, the British (who suffered over twice as many casualties as the Americans) realized that it was going to be a tough war. To this day, it is not entirely known whether it was Colonel Prescott or General Putnam who gave the famous order. Prescott, though, is usually credited.
American Revolution

Key Players

1. Main writer of the Declaration of Independence
2. Member of the Sons of Liberty in Massachusetts
3. George Washington’s aide from France
4. Presented with a list of “abuses and usurpations”
5. Wrote the pamphlet “Common Sense”
6. Commander-in-Chief of the Continental Army
7. Journalist/scientist who traveled to France

Famous Quote:

— Patrick Henry

Ideas of Independence

Directions: Unscramble the tiles to reveal examples of American independence!

The people...

1. HAVIGHEIABLNALTS. IENER

2. CREQUEATEARAL.ED

3. GCANNT. ALVERNMETER

Page 26
Section 5

Feel free to make copies of the puzzles to distribute to your students for review

American Revolution

1. Main writer of the Declaration of Independence
   - THOMAS JEFFERSON
2. JOHN ADAMS
3. MARQUIS DE LAFAYETTE
4. KING GEORGE III
5. THOMAS PAINE
6. GEORGE WASHINGTON
7. BENJAMIN FRANKLIN

5. Wrote the pamphlet “Common Sense”
6. Commander-in-Chief of the Continental Army
7. Journalist and scientist who traveled to France

Famous Quote:

The people...

1. HAV I GHE IABL NALT S. IENER
   - HAVE INALIENABLE RIGHTS.
2. CRE QUEAT AREAL ED
   - ARE CREATED EQUAL.
3. GCAN NT. AVER NMT ER
   - CAN ALTER GOVERNMENT.

— Patrick Henry

Enjoy!

Page 27
1. The Battle of Bunker Hill made the Americans realize they would need foreign allies to supply them with _____.
2. Battle in South Carolina that highlighted the cooperation of the Patriots: ________
3. "Irregular troops" who helped the Continental Army: ________
4. Final battle of the war: ______ town
5. A tactic the British used to halt shipments of goods to American ports: ________
6. A foreign ally to the Patriots: ______
7. Battle near the Hudson River that was the turning point of the war: ________
8. Battle where Americans had to surrender when they ran out of gunpowder: ______
9. Battle location of the "shot heard 'round the world": ________
10. Leader of the Continental Army (last name): ________

Famous Quote:

__________________________

— George Washington
REVOLUTIONARY BATTLES

Feel free to make copies of the puzzles to distribute to your students for review.

LIBERTY, WHEN IT BEGINS TO TAKE ROOT, IS A PLANT OF RAPID GROWTH.

— George Washington
Why 3-D Templates?

Our 3-D Templates give students a hands-on way to interact with information. This kinesthetic technique engages the learner while the information is being presented, and also helps in the processing and cognitive organization of it. To put it another way:

“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”

The Course of the American Revolution

This template is a great way to break down the different stages of the American Revolution, and to highlight the key events that shaped the war. This template works as a “timeline,” so it can be easily modified to fit other scenarios. Once completed, the 3-D Template will make a great review sheet!

Watch as it “Unfolds”

Step 1: Students fold the template along the dotted lines, until it is one long strip. On the front of the strip, they hand-label the words: “The Course of the American Revolution”

Step 2: Students begin to unfold the template. In each section, they write details about that stage of the American Revolution.

Step 3: Students unfold the rest of the template, and write specific details for each period of the war. Once completed, the template becomes a great review sheet.

The template is provided on the next page. Make copies to hand out to your students.
Prelude to the War 1765-1774

Describe this period, and list a few of the major events that defined the American Revolution.

War Begins & Independence Declared 1775-1776

Describe this period, and list a few of the major events that defined the American Revolution.

War in the North 1777-1779

Describe this period, and list a few of the major events that defined the American Revolution.

The Southern Campaign 1780-1781

Describe this period, and list a few of the major events that defined the American Revolution.

An American Victory & a New Nation 1782-1783

Describe this period, and list a few of the major events that defined the American Revolution.
### Science

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecosystems, Habitats, &amp; the Environment</td>
<td></td>
</tr>
<tr>
<td>Plants</td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
</tr>
<tr>
<td>The Human Body &amp; Heredity</td>
<td></td>
</tr>
<tr>
<td>Cells &amp; Living Things</td>
<td></td>
</tr>
<tr>
<td>Heat &amp; States of Matter</td>
<td></td>
</tr>
<tr>
<td>Energy &amp; Electricity</td>
<td></td>
</tr>
<tr>
<td>Light &amp; Sound</td>
<td></td>
</tr>
<tr>
<td>Astronomy</td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
</tr>
<tr>
<td>Earth’s Materials &amp; Processes</td>
<td></td>
</tr>
<tr>
<td>Earth’s Biological History</td>
<td></td>
</tr>
<tr>
<td>Landforms &amp; Oceans</td>
<td></td>
</tr>
<tr>
<td>Chemistry &amp; the Periodic Table</td>
<td></td>
</tr>
<tr>
<td>Forces &amp; Motion</td>
<td></td>
</tr>
</tbody>
</table>

**1 copy = $14.95**  
**_______ total copies**  
**$__________**

**+ 8% Shipping**  
**$__________**

**TOTAL**  
**$__________**

---

**Social Studies**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
<td></td>
</tr>
<tr>
<td>Settlement</td>
<td></td>
</tr>
<tr>
<td>Late 1800s &amp; Early 1900s</td>
<td></td>
</tr>
<tr>
<td>The American Revolution</td>
<td></td>
</tr>
<tr>
<td>“Roaring Twenties” &amp; Great Depression</td>
<td></td>
</tr>
<tr>
<td>A New Nation</td>
<td></td>
</tr>
<tr>
<td>The World Wars</td>
<td></td>
</tr>
<tr>
<td>Westward Expansion</td>
<td></td>
</tr>
<tr>
<td>Cold War Era</td>
<td></td>
</tr>
<tr>
<td>Slavery in America</td>
<td></td>
</tr>
<tr>
<td>Modern Times</td>
<td></td>
</tr>
<tr>
<td>The Civil War</td>
<td></td>
</tr>
</tbody>
</table>

**1 copy = $14.95**  
**_______ total copies**  
**$__________**

**+ 8% Shipping**  
**$__________**

**TOTAL**  
**$__________**

---

If sending this order form with a check, please provide the address where you would like materials to be shipped:

__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Please fax purchase orders to (864)-877-5123  
Or send P.O. or this form w/ a check to:

Homecourt Publishers  
2435 East North St., #245  
Greenville, SC 29615-1442

For more information, contact:  
Ben Bache, managing editor  
(864) 877-5123  
benbache@homecourtpublishers.com