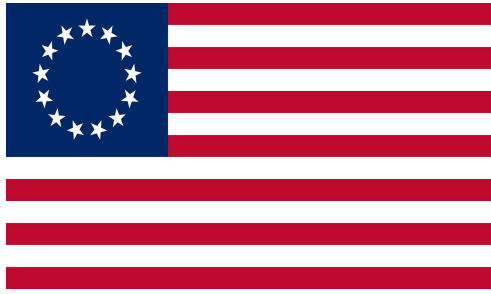


# From Colonies to Country

## Guiding Questions:

- When is it necessary for citizens to rebel against their government?
- What principles of government are expressed in the Declaration of Independence?
- How was the Continental army able to win the war for independence from Great Britain?



## Learning Targets

### Chapter 5: Towards Independence

- I can evaluate the issues that led the colonists to mistrust British rule and make claims backed by evidence.
- I can listen to and speak argumentatively on the issue of whether or not to rebel against British rule.

### Chapter 6: The Declaration of Independence

- I can analyze and interpret the Declaration of Independence to identify key principles of democratic government.
- I can create a picture book that retells the Declaration of Independence and purposefully craft my writing so it is kid friendly.

### Chapter 7: The American Revolution

- I can explain factors that led to American victory over the British.

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



## Vocabulary

CHAPTER 5: Word & Definition	Illustration
Patriots	
Loyalists	
militia	
tyranny	
repeal	
boycott	

CHAPTER 6: Word & Definition	Illustration
Continental Army	
independence	
petition	
<i>Common Sense</i>	
natural rights	
CHAPTER 7: Word & Definition	Illustration
democracy	
Thomas Paine's <i>The Crisis</i>	
strategy	
ally	
guerilla troops	

America the Story of US  
Episode 1: Rebels

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

1. May 1610, John Rolfe is an English farmer that crosses the Atlantic in \_\_\_\_\_ months, today it takes \_\_\_\_\_ hours.
3. North America has abundant \_\_\_\_\_, untapped resources and forests that cover \_\_\_\_\_ the land with over \_\_\_\_\_ billion trees.
4. Jamestown is the first settled with 500 settlers, only \_\_\_\_\_ remain when Rolfe shows up.
6. John Rolfe plants \_\_\_\_\_ whose world market is currently controlled by the \_\_\_\_\_ . Selling seeds to foreigners is punishable by \_\_\_\_\_
7. **TRUE OR FALSE:** Rolfe's crop is worth over 1 million dollars in today's money.
8. **TRUE OR FALSE:** John Rolfe marries the Powhatan princess named Pocahontas.
9. In two years, \_\_\_\_\_ grows in every garden.
11. Some slaves go onto own land in \_\_\_\_\_.
13. America is founded on tobacco; it will be America's largest export for \_\_\_\_\_ years.
14. The next settlers arrive at \_\_\_\_\_ and are called \_\_\_\_\_ that are seeking \_\_\_\_\_ freedom.
15. The pilgrims came across the Atlantic in a ship called the \_\_\_\_\_.
16. During the first three months \_\_\_\_\_ of the pilgrims died.
17. Today more than \_\_\_\_\_ % of Americans can trace their ancestry back to the Mayflower passengers.

19. The pilgrims befriend the Wampanoag Indians that taught them to fertilize crops with \_\_\_\_\_.
20. **TRUE OR FALSE:** The pilgrims returned the favor by helping the Wampanoag Indians attack other Indian tribes.
21. Both pilgrims and Indians celebrated this new friendship in a feast known as \_\_\_\_\_.
22. A period of \_\_\_\_\_ grows over the 13 colonies as more and more settlers come across the Atlantic Ocean.
23. The Irish, Germans and Swedish push back the frontier while the \_\_\_\_\_ eventually establish New York.
24. The Colonists are now \_\_\_\_\_ taller and \_\_\_\_\_ than their European Contemporaries.
25. Puritans average \_\_\_\_\_ children and are \_\_\_\_\_% richer and pay \_\_\_\_\_ of the taxes that the British pay.
26. Many colonists still think of themselves as \_\_\_\_\_.
27. May, 1768, John Hancock doesn't want to pay \_\_\_\_\_ to a King \_\_\_\_\_ miles away.
28. King George sends \_\_\_\_\_ Red Coats to help enforce his laws.
29. October 1768, the British control Boston's ports that produce \_\_\_\_\_ ships a year.
30. Who captures the moment British soldiers kill five citizens in Boston?
31. What is the British Response to the Boston Tea party?
32. What important Concept comes from the Continental Congress in Philadelphia?
33. What were the Rebels' chances of victory at Lexington & Concord? Why?

# The Thirteen Colonies



**Geography Skills**

Analyze the maps in “Setting the Stage”. Then answer the following questions and fill out the map as directed.

1. Label each colony on the map. Also add and label the colonies’ largest cities: Boston, New York, Philadelphia, and Charleston. What do the locations of all four cities have in common?
2. Draw and label the Appalachian Mountains on your map. How many colonists per square mile lived across most of this region?
3. Circle the region where the most colonists lived. What cities does this region include?
4. Shade in the colonies that had large populations of Loyalists. Which of the three main colonial regions had the fewest Loyalists?
5. Based on your map, in which colonies do you predict the goal of independence would have been strongest? Use information from your map to explain why.
6. Label Lake Champlain and the Hudson River. Also add and label Albany. If British armies in Canada and New York City wanted to divide New England from the rest of the colonies, how could they have used the physical geography of this region to carry out this strategy?

**Critical Thinking**

Answer the following questions in complete sentences.

7. Look at the population density map in your book. How does the amount of settlement along the coast of the 13 colonies compare to the amount of settlement farther inland? What is one possible reason for this?
  
8. During the first phase of the American Revolution, most major battles took place near the cities of Boston, New York, and Philadelphia. Why would controlling this region have been an important goal for both sides in the war?
  
  
  
  
  
  
  
  
  
  
9. After years of fighting in the New England and Middle Colonies, British forces invaded Georgia and South Carolina. Based on your map and the maps in your book, why might the British have believed they could conquer this region?



# Toward Independence

***When is it necessary for citizens to rebel against their government?***

## PREVIEW

Think about the memo your teacher read from the principal about the new policy to charge students for photocopying. Answer these questions *on a separate sheet of paper*.

1. How did you feel when the memo was read? What were your feelings toward the principal, the volunteer fee collector, and your teacher? Explain.
2. Why did some students decide to pay for photocopying? Why did some not pay?
3. Why did this experience provoke such strong reactions?

## READING NOTES

### Key Content Terms

As you complete the Reading Notes, use these terms in your answers.

militia

tyranny

repeal

boycott

# Colonial Town Hall Meetings

*Glue the Role Card for your assigned Historical Figure here.*

## Historical Figure Notes

**Step 1: Read your role card together and highlight key information you will present.**

**Step 2: Prepare a short introduction of your figure by completing these statements.**

**My Name is** \_\_\_\_\_.

**I am a (occupation)** \_\_\_\_\_.

**I am a (Patriot/Loyalist/Neutralist)** \_\_\_\_\_.

**I believe** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**Step 3: When called upon, have one group member stand and present your historical figure to the class.**

## Town Hall Meeting Reflection

Meeting # & Topic	How should you and your fellow colonists choose to respond to the British government at this point in time? Why? (claim)	What is the best evidence that can be used to support this claim? (evidence)	Explain with logical reasoning how this evidence reveals that this figure may have held this perspective.
Meeting 1  Topic(s):			
Meeting 2  Topic(s):			
Meeting 3  Topic(s):			
Meeting 4  Topic(s):			

## 5.2: Before 1763

Text details	In your own words
<b>Conflict in the Ohio Valley</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<b>Why was there conflict in the Ohio Valley?</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

### The French and Indian War

Who fought in the French and Indian War?	What was the outcome of the war?
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**How did the colonists feel after Britain's success?**

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**What might Britain and the colonists desire after this victory?**

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## 5.3: Early British Actions

Text details	In your own words
<b>The Proclamation of 1763</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<b>What was the Proclamation of 1763?</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>The Stamp Act</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<b>What was the Stamp Act?</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>The Quartering Act</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<b>What was the Quartering Act?</b> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Why did these new acts upset the colonists?</b> <hr/> <hr/> <hr/> <hr/> <hr/>	

## 5.4: The Townshend Acts

What were the Townshend acts?

- 

How did each of the following figures impact the Townshend Acts?

**Charles  
Townshend**

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**Samuel  
Adams**

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**Women**

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**Lord North**

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## 5.5 The Boston Massacre

British Perspective

Patriots' Perspective

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**5.6: The Boston Tea Party**

In the beginning, what were the thoughts/solutions to the tax on tea?

Loyalists:

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Patriots:

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**The Tea Act**

**Why was the British East India Tea Company in trouble?**

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**How did the Tea Act help?**

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**Why did this upset colonists?**

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**Tea Ships Arrive**

What happened in Boston?

What happened in other colonies?

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Summarize the events of the later named Boston Tea Party.

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## 5.7 The Intolerable Acts

Who created the Intolerable Acts and why?

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What was the result of these acts?

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The First Continental Congress:

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Militias

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## 5.8 Lexington and Concord

The First Blow at Lexington

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Who won?

The Second Blow at Lexington

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Who won?

What do you think contributed to the colonists beating the British at Lexington and Concord?

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# The Declaration of Independence

***What principles of government are expressed in the Declaration of Independence?***

## PREVIEW

*On a separate sheet of paper, write any phrases or sentences that you know from the Declaration of Independence. In your own words, explain what you think each of these phrases or sentences mean.*

## READING NOTES

### **Key Content Terms**

As you complete the Reading Notes, use these terms in your answers.

independence

*Common Sense*

natural rights

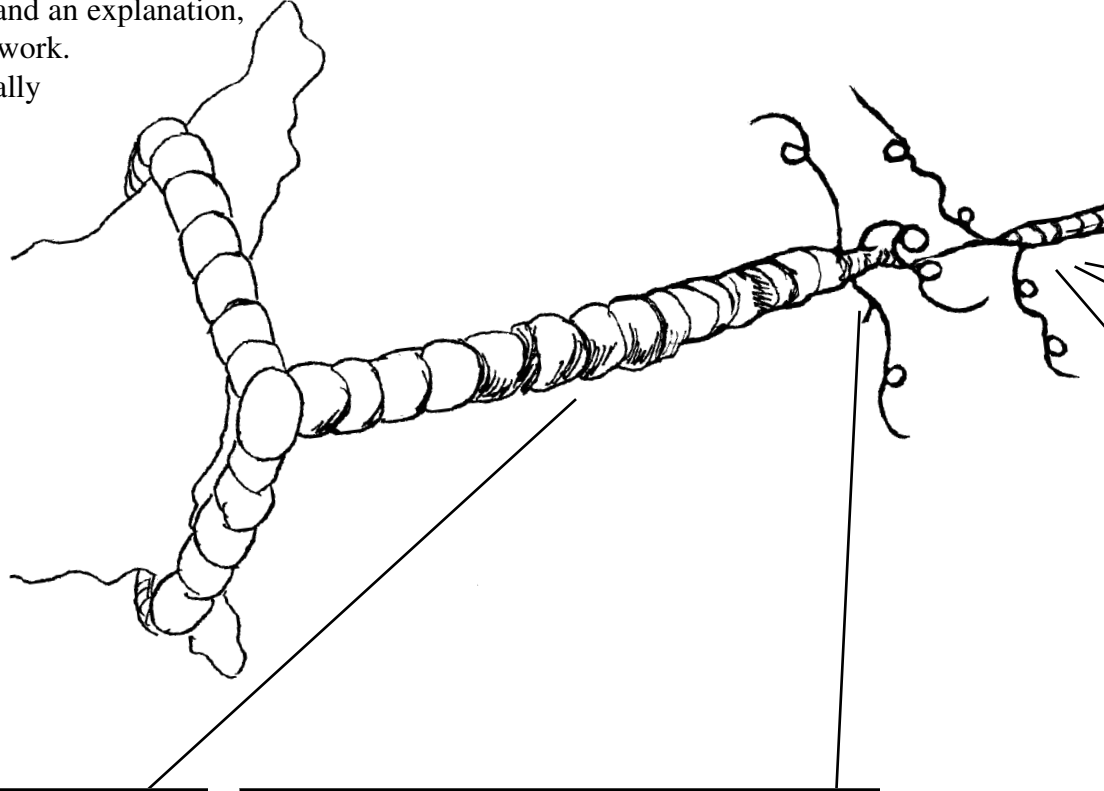
petition

Declaration of Independence



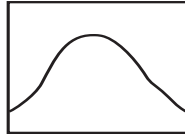
# READING NOTES 6

1. Read Sections 6.2–6.6 in *History Alive! The United States Through Industrialism*.
2. Label Britain and the 13 colonies in the illustration below.
3. In the small inset box at the end of each strand of the unraveling rope, draw a symbol to represent the event described in the corresponding section.
4. In the large box, complete this sentence: \_\_\_\_\_ *weakened the ties between the colonies and Britain because...*
5. After you complete a symbol and an explanation, have your teacher check your work.  
The first strand has been partially completed for you.



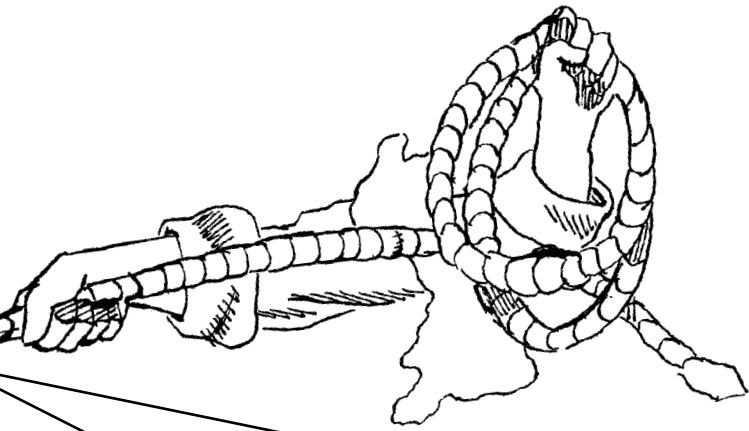
## 6.2 The War Begins

The Battle of Bunker Hill  
weakened the ties between  
the colonies and Britain  
because...

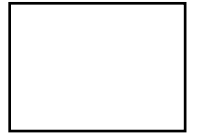


## 6.3 The Siege of Boston





## 6.4 Toward Independence



## 6.5 Thomas Jefferson Drafts a Declaration



## 6.6 The Final Break





## ACTIVITY NOTES 6

1. Read Excerpt 1 below.
2. Rephrase the excerpt into simple language a third grader could understand.
3. Draw a simple illustration to represent the excerpt.
4. Have your teacher check your work. Repeat these steps for Excerpts 2–8.

Excerpt	Rephrased Excerpt	Simple Sketch
<p><b>Excerpt 1:</b> “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.”</p>		
<p><b>Excerpt 2:</b> “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.”</p>		
<p><b>Excerpt 3:</b> “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”</p>		
<p><b>Excerpt 4:</b> “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.”</p>		



Excerpt	Rephrased Excerpt	Simple Sketch
<p><b>Excerpt 5:</b> “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.”</p>		
<p><b>Excerpt 6:</b> “To prove this [that England has interfered with colonial rights], let Facts be submitted to a candid world. He has refused his Assent to Laws, the most wholesome and necessary for the public good.”</p>		
<p><b>Excerpt 7:</b> “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.”</p>		
<p><b>Excerpt 8:</b> “We, therefore... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States.”</p>		

**Part 2**

1. The following four principles of government are used in the Declaration of Independence to make the argument for independence. Fill in the missing words.

**Principle 1** All \_\_\_\_\_ are created equal.

**Principle 2** All people have basic \_\_\_\_\_ that cannot be taken away.

**Principle 3** The government gets its power to make decisions and protect rights from the \_\_\_\_\_ .

**Principle 4** When the government does not protect the \_\_\_\_\_ of the people, the \_\_\_\_\_ have the right to \_\_\_\_\_ or \_\_\_\_\_ the government.

2. Identify which principle of government is expressed in each of the eight excerpts from the Declaration of Independence. Excerpts may express more than one principle.

Write the numbers of the principles in the chart. Also underline the portions of the excerpts that support your choices.



**Excerpt 1**

**dissolve  
bands  
assume  
powers  
station  
entitle  
impel**

end  
ties  
take  
other nations  
place  
give right to  
force

**Excerpt 2**

**self-evident  
endowed  
unalienable**

obvious  
given  
not to be taken away

**Excerpt 3**

**secure  
institute  
derive  
just  
consent**

defend  
establish  
receive  
fair  
agreement

**Excerpt 4**

**alter**

change

**Excerpt 5**

**usurpation  
in direct object  
tyranny**

illegal seizure of power  
the goal of  
government by an unjust ruler

**Excerpt 6**

**submit  
candid  
assent**

present for judgment  
fair  
agreement

**Excerpt 7**

**oppression  
redress**

unjust action  
relief



You will create an illustrated children’s version of the Declaration of Independence that rephrases key excerpts from the real document. Your version should be written in simple, clear language that a third grader could read and understand. You may create your book in any way you choose, but it must include at least 12 pages. These 12 pages must contain:

- A brief introduction explaining the events that led to the Declaration of Independence.
- The eight rephrased excerpts you completed on Activity Notes 6.
- A color illustration for each rephrased excerpt.
- Details to make your children’s version of the Declaration of Independence artistic and visually appealing to a third grader. For example, you could add decorated letters, additional visuals, and borders.
- Language that is free of spelling mistakes and grammatical errors.

Use the following sentences to begin your introduction:

*Once upon a time, a group of people left their homeland to live in a faraway land ruled by Britain. The people were called colonists. The colonists loved their new homeland, but many were unhappy with the British government. They thought the king was a selfish, cruel ruler. Eventually, the colonists became angry with the king and fought against him because...*

	4	3	2	1
Introduction	<ul style="list-style-type: none"> <li>• Completes the intro by giving a <i>concise</i> reason why the colonists <i>wanted</i> to separate.</li> <li>• Leads into the letter written</li> <li>• Stays consistent in language and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes the intro by giving a reason why the colonists wanted to separate.</li> <li>• Leads into the letter written</li> </ul>	<ul style="list-style-type: none"> <li>• Completes the intro by listing reasons why the colonists wanted to separate.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not complete the introduction given.</li> </ul>
Eight rephrased excerpts (score x2)	<ul style="list-style-type: none"> <li>• Includes all important information. Does not leave anything out.</li> <li>• Correctly uses simplified language</li> </ul>	<ul style="list-style-type: none"> <li>• Includes most important information.</li> <li>• Correctly uses simplified language</li> </ul>	<ul style="list-style-type: none"> <li>• Includes most important information.</li> <li>• 1 excerpt does not correctly retell the Declaration.</li> <li>• Correctly uses simplified language</li> </ul>	2 or more excerpts do not correctly retell the Declaration.
Illustrations and details	<ul style="list-style-type: none"> <li>• Illustrations are neat and colored.</li> <li>• Illustrations go beyond stick figures.</li> <li>• Illustrations support the text written.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations are neat and colored.</li> <li>• Illustrations support the text written.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations are not colored.</li> <li>• Illustrations support the text written.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations show little/no connection to text</li> </ul>
Spelling and grammar	<ul style="list-style-type: none"> <li>• No errors in common conventions/spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• 1-3 errors in common conventions/spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• More than 4 errors in common conventions/spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Excessive errors that impact effectiveness.</li> </ul>
				/20



# America the Story of US

## Episode 2: Revolution

1. Who is Joseph plumb Martin??
2. Give Three facts about the British Ship of the Line?
  - 
  - 
  -
3. When is the Declaration of Independence signed? When do the British open fire of New York?
  - 
  -
4. How many Patriot POWs are imprisoned in Prison Ships in New York harbor?  
  
-How many Die?
5. What is the British Strategy employed by Gen. Burgoyne to end the Revolution?
6. Who is Daniel Morgan? (give three facts)
  - 
  - 
  -
7. What are two advantages that the Morgan's men have
  - 
  -

8. What is Morgan's Strategy to Defeat Burgoyne?
  - 
  -
9. What was Washington's greatest Challenge as leader?
10. What gamble does Washington take to save his men from Smallpox?
11. Who does Washington Recruit to change the tide of the war? What is his Job?
  - 
  -
12. How do Washington's soldiers leave Valley Forge?
13. Who was Culper's gang? How did they help the revolution?
  - 
  -
14. What is protecting British occupied Yorktown?
15. How many days after Washington's Victory at Yorktown does it take to begin negotiating peace with the British?

# The American Revolution

***How was the Continental army able to win the war for independence from Great Britain?***

## PREVIEW

Suppose you were choosing members of a team for the game Capture the Flag. List the three characteristics or skills you think would be most important to look for.

Suppose you have a team of Capture the Flag players who have most of the characteristics and skills you listed above playing against a team with very few of those skills. Which team do you think would win and why?

What other factors might give the team with fewer skills a chance to win?

## READING NOTES

### **Key Content Terms**

As you complete the Reading Notes, use these terms in your answers.

American Revolution    Continental army    strategy    ally

**Sections 2 and 3**

1. List at least two strengths and two weaknesses of each side at the start of the war for independence.

<p><b>American Strengths</b></p>	<p><b>British Strengths</b></p>
<p><b>American Weaknesses</b></p>	<p><b>British Weaknesses</b></p>

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

HA 7.2 and 7.3

Based on these two sections, which side appears to have the advantage? Why?

Claim – Clearly introduce the side that has the advantage.

\_\_\_\_\_

Context – Set up the context of the quote so it is clear WHERE in history the quote comes from. I.e. What is happening before this quote?

\_\_\_\_\_

Evidence– Insert your text quote, including your parenthetical citation.

\_\_\_\_\_

Reasoning – Analyze your quote. Prove how the quote demonstrates the side's advantage (explain it). Your analysis should not summarize what your quote already said.

\_\_\_\_\_

Conclusion – Use a transitional phrase and write a concluding sentence that connects to the overall significance of this proof. Why does this matter?

\_\_\_\_\_

## 7.4 Britain Almost Wins the War

Britain Almost Wins the war:

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How did the British Army differ from the Patriot Army in terms of African Americans in the war?

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How did this difference impact the war?

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What impact did the Declaration of Independence have on slavery?

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Defeat in New York

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Fading Hopes

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## 7.5 A Pep Talk and Surprise Victories

A Pep Talk and Surprise Victories

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- 

What does Thomas Paine mean by, “The summer soldier and the sunshine patriot”?

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How did this late victory make the Patriots “liberty mad” again?

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## 7.6 The Tide Begins to Turn

### New Patriot Strategy:

- 

### New British Strategy:

- 

### What problems did Burgoyne's strategy have?

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

### Why was the victory at Saratoga a turning point?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Winter at Valley Forge:

- 

- 

- 

- 

- 

### Battle of Monmouth:

- 

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### 7.7 The War Goes South

What three factors led Cornwallis to fail in the South?:

- 
- 
- 

French impact on the war:

- 
- 
- 
- 

Where and when did Cornwallis surrender?

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### 7.8 The War Ends

How many lives were lost?

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- 
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What terms were laid out in the Treaty of Paris?

- 
- 
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Why did the Patriot victory inspire so many revolutions around the world?

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**Extra Note Page 1**


## Extra Note Page 2




## Timeline

