

# USA Studies Weekly — Ancient America to Westward Expansion

## Teacher Supplement

### Week 20

## The Revolutionary War

**NGSSS Social Studies Standards Covered:** SS.5.A.1.1, SS.5.A.3.3, SS.5.A.5.2, SS.5.A.5.4, SS.5.A.5.5, SS.5.A.5.6, SS.5.A.5.7, SS.5.A.5.8, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.1.5, SS.5.G.4.1

**ELA/LAFS Standards Covered:** LAFS.5.RF.4.4, LAFS.5.L.2.3, LAFS.5.L.3.4, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.4, LAFS.5.RI.2.6, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.3.9, LAFS.5.RI.4.10, LAFS.5.RL.1.1, LAFS.5.RL.3.7, LAFS.5.SL.1.1, LAFS.5.SL.1.2, LAFS.5.SL.2.4, LAFS.5.W.2.4, LAFS.5.W.2.6, LAFS.5.W.3.7, LAFS.5.W.3.8, LAFS.5.W.4.10

### Outline for This Week’s Lesson

#### The Revolutionary War

##### I. Taking Fort T

- a. the Taking of Fort T/Fort Ticonderoga from the British

##### II. Washington’s Winning Ways

- a. New Army and New Commander
- b. New Country with New Problems
- c. Horrors and Hungers
- d. Victory or Death
- e. Yorktown: The End is in Sight

**Learning Target Statement:** Students will explain details of the American Revolution including major battles, contributions of foreign alliances and factors that led to the end of the war.

#### Literature Links

“The Biggest Battles of the Revolutionary War (The Story of the American Revolution)” by Christopher Forest

“The Brave Women and Children of the American Revolution (The Revolutionary War Library)” by John Micklos, Jr.

“Saratoga: Turning Point of America’s Revolutionary War” by Richard M. Ketchum

### Words to Know and Building Academic Vocabulary (BAV)

anthem	Redcoats	traitor
Hessian		

### Teacher Planning Guide

#### Day 1 (1 period)

##### Page 1

##### Taking Fort T

**NGSSS Social Studies Standards Covered:** SS.5.A.5.2, SS.5.A.5.5, SS.5.A.5.6, SS.5.C.2.5, SS.5.G.1.5

**ELA/LAFS Standards Covered:** LAFS.5.RF.4.4, LAFS.5.RI.1.1, LAFS.5.RI.1.3, LAFS.5.RI.3.7

**Lesson Suggestions:** whole class/group/individual

**BAV:** Green Mountain Boys

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### Lesson Tasks

- Select two students to read the roles of Jackson and Alana in “Taking Fort T.”
- Show the students the location of Lake Champlain and Fort Ticonderoga.
- Discuss what the students think it would be like to cross the middle of Lake Champlain in December.
- Divide the class up into groups and have them fill out the Fort T--The Important People Blackline Master (found on the Online Teacher Edition).

### Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. What did the capture of Fort Ticonderoga accomplish for the Continental Army? (It allowed them to gain needed cannons and weapons.) MODERATE/3
2. Which two men lead to the capture of Fort Ticonderoga? (Ethan Allen and Benedict Arnold) LOW/2
3. How many men were killed during the capture of Fort Ticonderoga? (none) LOW/1
4. Do you think the surrender would have been as easy if the British would have had as many men as the Continental Army? (Students answers will vary, but they should infer that the British would not have surrendered without a fight.) HIGH/3
5. Who were the Redcoats? (the British soldiers) LOW/2
6. Do you think that the Continental Army knew there were not many British soldiers at Fort Ticonderoga? (Students should infer “no.” However, accept all reasonable answers. Some might say “no” because the Continental Army brought so many soldiers. Some may infer that bringing the large amount of soldiers was a part of Benedict Arnold’s strategy.) HIGH/2

**Self-Check Question:** What was the name of the group of men that Ethan Allen led? (Green Mountain Boys) LOW/1

### Day 2 (1 period)

#### Pages 2-3 Lesson

#### Washington’s Winning Ways

**NGSSS Social Studies Standards Covered:** SS.5.A.1.1, SS.5.A.5.2, SS.5.A.5.5, SS.5.A.5.8, SS.5.C.2.5, SS.5.G.1.5, SS.5.G.4.1

**ELA/LAFS Standards Covered:** LAFS.5.RF.4.4, LAFS.5.RI.1.3, LAFS.5.RI.4.10, LAFS.5.RL.1.1, LAFS.5.RL.3.7

**Lesson Suggestions:** whole class

**BAV:** AWOL, devious, rations, scarce, tide

### Lesson Tasks

- Before reading “Washington’s Winning Ways,” have the students look at the picture on Pages 2-3.
- Discuss with students what they see.
- Discuss with students what they think it would have been like to cross the Delaware River.
- Read “Washington’s Winning Ways” with the class. Have each student take turns reading a paragraph.
- Discuss with students George Washington’s strategies that are included in the article.
- Have students think of ways different strategies are used in everyday life. (e.g., sports, homework, driving, etc.)
- Ask students the Teacher Questions.

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### Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. Who were the Hessians? (German soldiers who were hired to help the British; mercenaries) MODERATE/2
2. Why did George Washington use the words of Thomas Paine in his “pep talk” to inspire his troops to cross the river for an attack? (The words were from “The Crisis,” which was what Paine called the war; soldiers were sick, tired, starving and freezing, and Washington was worried they would desert; if the Americans would win this battle, it would be a phenomenal victory for the USA.) HIGH/2/3/4
3. Why did George Washington not want to lead the Continental Army at first? (Since he had never led an army, he did not think he was qualified.) MODERATE/2
4. How do you think Washington later became the front-runner for the first president of the new USA? (He was a war hero; he used inspiring words.) HIGH/3/4
5. Do you think that the pictures shown on Pages 2-3 of George Washington and his men crossing the Delaware River help you construct an idea about what that night was like? (Though students’ answers will vary, they should respond affirmatively and discuss how it is icy and cold, etc.) HIGH/2

**Self-Check Question:** When did the war officially end? (September 1783, when the Treaty of Paris was signed) LOW/2

### Day 2/3 continued (1 period)

#### Page 2

#### A Brave and Honorable Woman

**NGSS Social Studies Standards Covered:** SS.5.A.5.2, SS.5.A.5.4, SS.5.A.5.6, SS.5.C.2.5, SS.5.G.4.1

**ELA/LAFS Standards Covered:** LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.4, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.4.10, LAFS.5.SL.1.1, LAFS.5.SL.1.2, LAFS.5.W.3.7

**Lesson Suggestions:** independent/group work

**BAV:** honorable discharge

### Lesson Tasks

- Read “A Brave and Honorable Woman” with the class.
- Discuss with the class how many women fought in the war by disguising themselves, or aiding in the war efforts by sewing clothes, delivering water, etc.
- With a partner, or independently, have students choose one woman to research who helped with the American Revolutionary War efforts.
- Have students create a poster and be prepared to present it to the class.
- Refer to the Women of the Revolutionary War Rubric Blackline Master.

### Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. Why did Deborah Sampson refuse to go to the doctor after she was shot in the leg? (She knew that her identity would have been found out.) LOW/3
2. What did Deborah do instead of going to the doctor when she was shot? (She dug the bullet out that shot her in the leg.) LOW1
3. Why was it important for Deborah not to be caught fighting in the war? (Women were not supposed to fight in the Army at that time. The Army did not allow women to fight at that time.) MODERATE/2A

**Self-Check Question:** Why did Deborah end up having to go to the doctor? (She developed a bad infection from her wound.) LOW/2

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Day 2/3 continued (1 period)

Page 3

**History: American Revolution Allies**

**Geography: The Thrill of Victory, The Agony of Defeat**

**NGSS Social Studies Standards Covered:** SS.5.A.1.2, SS.5.A.3.3, SS.5.A.5.2, SS.5.A.5.5, SS.5.G.1.5, SS.5.G.4.1

**ELA/LAFS Standards Covered:** LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.4, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.4.10, LAFS.5.W.3.7

**Lesson Suggestions:** whole class/group work/individual

**BAV:** domination, monarch, naval warfare

### Lesson Tasks

- On a world map, have students locate all of the allies of the Colonies (USA).
- Discuss why the U.S. allies would be willing to fight against England.
- Read “American Revolution Allies.”
- Discuss how African Americans fought on both sides of the American Revolution and why.
- Split the class in half; have half of the class research the pros and cons of joining the American Revolution on the U.S. side, and have the other half research the pros and cons of joining the British in the American Revolution.
- Have the class groups write a skit about an African American male trying to decide which side of the American Revolution he should join.
- Allow the groups to act out their skit. (Students might need to work in smaller groups for this exercise.)
- Give students a copy of a blank map of the eastern part of the United States via Map of the Early U.S. Blackline Master.
- Read “The Thrill of Victory, The Agony of Defeat.”
- Have students research the battles listed on the chart next to the article. Then, have the students fill out their copies of the Map of the Early U.S. Blackline Master.

### Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. Why would the British agree to free slaves who fought on their side? (They needed to persuade the slaves because Britain needed more help; they saw an untapped market of soldiers; they knew the Americans would not like the idea.) MODERATE/3
2. Why do you think France would be so willing to help the Americans? (Accept all reasonable answers. England was trying to take all the North American lands and gain more control in Europe; France did not want to lose control to the British; England had colonies all over the world, and France was worried the British had too much control on several continents.) HIGH/2-4
3. Why did some American Indians fight on the British side and some on the American side? (Different tribes expected to get different benefits based on the outcome of fighting; American Indians were given many promises about western expansion, protection of their lands, etc., by both sides.) HIGH/2-4
4. What factors, besides weapon power, can determine the outcome of battles? (the number of people fighting; the lands’ topography; the weather; how much money the army has for supplies; desire, etc.) HIGH/2-4
5. Who fought in the battles on the American side? (Any man or boy, who was able to walk, was able to fight. They ranged from the early teen years to older adults. They included African Americans, some French, some British and some women, who disguised themselves as men because females were not allowed to fight.) MODERATE/2

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**Self-Check Question:** Who won more of the battles on the chart? (Americans) LOW/1

**Day 3 (1 period)**

**Page 4**

**Crossword Puzzle**

**NGSSS Social Studies Standards Covered:** SS.5.A.1.1

**ELA/LAFS Standards Covered:** LAFS.5.L.3.4

**Lesson Suggestions:** independent

\*Have students practice “citing sources” by having them highlight where in this week’s magazine they found the answer to each crossword puzzle clue. (MODERATE/3)

**Activity: Making Music—A Yankee Doodle Dandy**

**NGSSS Social Studies Standards Covered:** SS.5.A.1.1, SS.5.A.5.7

**ELA/LAFS Standards Covered:** LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.2.4, LAFS.5.RI.2.6, LAFS.5.RI.3.7, LAFS.5.RI.4.10, LAFS.5.W.2.4, LAFS.5.W.2.6, LAFS.5.W.3.7, LAFS.5.W.3.8, LAFS.5.W.4.10

**Let’s Write: Writing Literacy Skills Prompts**

(\*Indicates that prompt is in this week’s Student Edition)

**NGSSS Social Studies Standards Covered:** SS.5.C.2.5

**ELA/LAFS Standards Covered:** LAFS.5.L.2.3, LAFS.5.SL.2.4, LAFS.5.W.1.3, LAFS.5.W.2.4, LAFS.5.W.2.5, LAFS.5.W.3.9, LAFS.5.W.4.10

**Opinion:** George Washington and the Continental Army crossed the Delaware on Christmas night in order to attack the Hessians by surprise. The Continental Army succeeded with the surprise. Do you think this was a good plan constructed by Washington? Why or why not? Would you have done anything differently? If so, what?

**Informative/Explanatory:** Many jobs and sports require different strategies to accomplish a task. Think of a time you were involved in something that required you to come up with a strategy to obtain a goal. Explain what you were trying to accomplish and what strategy you utilized. Make sure you use correct grammar, spelling and punctuation.

**\*Narrative:** George Washington used the words of Thomas Paine as a pep talk to motivate his troops in the Revolutionary War. Think of a time you had to do something difficult and someone gave you a pep talk. Was it a coach before a big game? Did a parent give you courage? Has a teacher helped you relax before an important test? Tell the story of a time you received or gave a pep talk.

**Day 4 continued (1 period)**

**Looking Back Activities and Suggestions**

- Students should complete the Studies Weekly Journal Reflection

**Think and Review Questions:** located on Page 4 of the Student Edition

- Ask students to answer each question in a complete sentence on notebook paper.

**NGSSS Social Studies Standards Covered:** SS.5.A.1.1, SS.5.A.5.2, SS.5.A.5.4

**ELA/LAFS Standards Covered:** LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.4, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.3.9, LAFS.5.RI.4.10, LAFS.5.W.2

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### Day 5 (1 period)

#### Assessment

**NGSSS Social Standards Covered:** SS.5.A.3.3, SS.5.A.5.2, SS.5.A.5.4, SS.5.A.5.5, SS.5.A.5.6, SS.5.A.5.7, SS.5.A.5.8, SS.5.C.2.5, SS.5.E.1.3

**Lesson Suggestion:** individual

**Assessment Suggestions:** Use the provided assessment included in this week’s Teacher Supplement.

### Writing and Technology

#### Web Surfers

- This website contains many different recipes that are free. The recipes are from the American Revolutionary time.

**<http://revolution.mrdonn.org/recipes.html>**

- This free website allows teachers to create their own rubrics, personalized or generic, for a variety of assignments.

**<http://rubistar.4teachers.org/index.php>**

- This kid-friendly, free website allows kids to read news and reviews of books and movies. Teachers can sign up and give the class an assignment.

**<http://www.dogonews.com/>**

**Digital Projects:** The teacher may use this as a student product assessment and/or a replacement for the weekly assessment. MODERATE-HIGH/3-4

### 2.0 Technology Suggestion

**PowerPoint** (most likely already installed on computer)

Create a PowerPoint presentation instead of a poster for Women in the American Revolution. Have students follow the PowerPoint Rubric-Women of the American Revolution Blackline Master. Students can work independently or in groups.

**NGSSS Social Studies Standards Covered:** SS.5.A.5.4, SS.5.A.5.6, SS.5.C.2.5, SS.5.G.4.1

**ELA/LAFS Standards Covered:** LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.4, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.4.10, LAFS.5.SL.1.1, LAFS.5.SL.1.2, LAFS.5.W.3.7

### Homework Suggestion

With a parent, research and choose a recipe that was used during the time of the American Revolution. Bring the recipe into class and make just enough for everyone to have a small taste. Remember--spices were not as available like they are today. Many things will not be very tasty. The purpose is to realize what it was like to eat during that time. Do not forget about the soldiers when selecting a recipe. Remember--their rations became smaller as the war went on. (Teachers: please, check about any allergies and send a note to parents if there is anything that should not be brought to class because of allergens.)

### Differentiated Instruction

**English Learner Connection:** Have students write the definition of the word “strategy.” Have the student use the word “strategy” in a complete sentence, and then, construct a list of ten different activities that require strategy.

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**Below/Developing Learner Connection:** Select an activity that requires a strategy to be completed as an individual. Explain what “strategy” is and why it important to utilize this strategy to complete the activity.

**Gifted and Talented Connection:** Select a sport or an activity from which you can construct a diagram. Develop a strategy for your team to win. Make a diagram of your strategy and explain why you chose the strategy that you did. Why do you feel that it is the best strategy? When could your strategy change?