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**August -September**

**Explicit Instruction**  
**American Revolution Overview Lesson Plan**  
**Scope and Sequence**                      **Curriculum and Instruction**  
**Social Studies**                                      **American Revolution 1775-1783**

**Review:** TSW will review their prior knowledge of the continents and the location of Europe (England) and North America (American Colonies) *England being 3000 miles away from the colonies.*

**Primary Source Document:** The Declaration of Independence. Photos of Independence Hall and the Constitution Center.

**Declaration Knowledge: Objective**

TSW understand the cause of the American Revolution and the outcomes of that war of independence.

**Conditional Knowledge: Purpose**

TSW understand the relationship of the American Colonists and England (King George III and Charlotte Sophia of Mecklenburg). **A king and Queen will be chosen in each class.** The King will levy taxes on the colonists without any representation on their part. After a week of these unfair taxes the class will start to become frustrated with the manner in which the taxes are levied (No Voice-Taxation without Representation). The classroom will be divided in to the 13 colonies. TSW decide as individuals whether to be Loyalists or American Patriots. TSW choose freely knowing the possible outcomes, negative or positive, of their choice. The King and Queen will sit at a separate table to represent their being in Europe/England (3000 miles away) and the Colonists being in North America.

I will read, Can't You Make Them Behave, King George? By Jean Fritz pictures by Tomie de Paola

**Procedural Knowledge: Model**

I will pay the students daily for being on task, getting a question right, etc. The King, with my assistance, will then levy taxes that parallel the original taxes and some taxes that are totally made up. I will also give the students notes on the colonies and discuss them and make vocabulary cards for our word wall. TSW will use their notes to complete assignments and to study for all assessments.

## Vocabulary

1. **All Men Are Created Equal**
2. **Boston Massacre**
3. **Declaration of Independence**
4. **Doodle**
5. **Loyalist**
6. **Macaroni**
7. **Mercenary**
8. **Militia**
9. **Minuteman**
10. **Patriot**
11. **Revolution**
12. **Shot Heard Around the World**
13. **Sons of Liberty**
14. **Tax**
15. **Taxation without Representation \***
16. **Tory**
17. **Yankee**

### Guided Practice:

To assist the students in understanding why the American Revolution occurred we will role-play the events that led to the revolution. TSW understand the King George III taxed the colonies for 3 main reasons. They are:

1. **Pay the debts of the French and Indian War**
2. **Fill the British Treasury**
3. **Support British Troops in the American Colonies**

TSW also see the irony in the fact that a black man by the name of Crispus Attucks (3/5) was the first to die in this war of independence (Boston Massacre).

TSW learn about the events leading to war: Britain 1st taxes the colonies for the French and Indian War 1764, Stamp Act 1765, Quartering Act, Tea Tax, Boston Massacre 1770, Boston Tea Party 1773. TSW see that the statement from the Declaration of Independence, All Men Are Created Equal, only applied to white males who owned property. TSW will learn about the following engagements: Lexington and Concord 1775, Bunker Hill, Valley Forge 1777-1778, Yorktown 1781. TSW understand the Declaration of Independence July 4, 1776 in Philadelphia, Pennsylvania, took 2 weeks to write.

**Thomas Jefferson was chosen for 3 reasons:**

- 1. He was a Virginian,**
- 2. He was popular,**
- 3. It was said that he wrote 10 times better than anyone else.**

TSW know that the declaration of Independence is divided into 3 sections: Why we should be free; List of things that had been done to the colonists by England; Final statement that we are free and are now the United States.

**Text: Building Our Nation, pages 235-297**

**Partner Practice:**

- TSW quiz one another using their notes and decide if they are loyal to the crown or revolutionaries.**
- TSW create posters that are Pro-King (Loyalists/Tories) or Anti-King (Patriots/Traitors)**
- TSW create the Union Jack and George Washington's US Flag (3 Stars, 2 Stars, 3 stars, 2 Stars, 3 Stars).**
- The King and Queen will construct a treasure chest for their tax money.**
- TSW make a timeline showing events that led to the revolution.**
- TSW complete a map of the 13 colonies. Georgia, South Carolina, North Carolina, Virginia, Maryland, Delaware, New Jersey, Pennsylvania, New York, Connecticut, Rhode Island, Massachusetts, and New Hampshire and England (showing the distance of 3000 miles)**
- TSW read the book, Toliver's Secret, Create a flip book, and take the AR test at 80% mastery.**

**Assessment:**

- Diamond Poem: Patriot vs. Tory**
- Memorize: 1st two verses of Wadsworth's Poem, Paul Revere's Ride, and a section of the Declaration of Independence. "We hold these truths...that all men are created equal."**
- TSW will create, in cooperative groups, a Declaration of Independence, with 3 sections stating why they seek freedom, the misdeeds of George III and a concluding section stating that they are free and independent. These declarations will be engrossed by a member of their group and signed by all willing students with a quill dipped in an inkwell. These declarations will be presented to the principal.**
- Quizzes**
- Tests**

[http://www.youtube.com/watch?v=1XPHL4Q86t4&safety\\_mode=true&persist\\_safety\\_mode=1&safe=active](http://www.youtube.com/watch?v=1XPHL4Q86t4&safety_mode=true&persist_safety_mode=1&safe=active)