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## Primary Sources: America's Early Years

**This sample includes the following:**

**Teachers Guide Cover** (1 page)

**Table of Contents** (2 pages)

**How to Use This Product** (3 pages)

**Lesson Plan** (12 pages)

**Reader** (17 pages)

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# PRIMARY SOURCE READERS



## America's Early Years

### Teacher's Guide

Teacher Created Materials  
PUBLISHING



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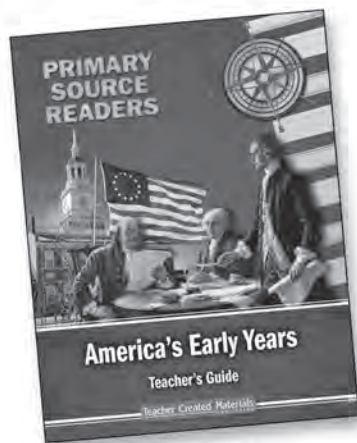


# How to Use This Product

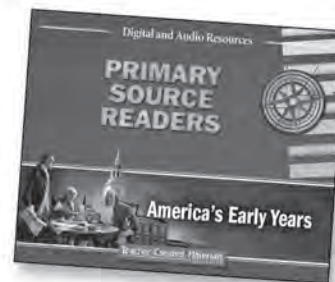
## Kit Components



6 copies of 18 books



Teacher's Guide

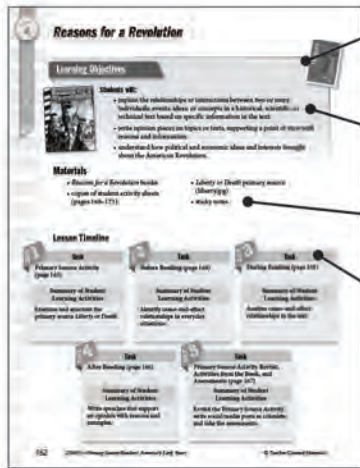


Digital and Audio Resources



# How to Use This Product (cont.)

## Overview



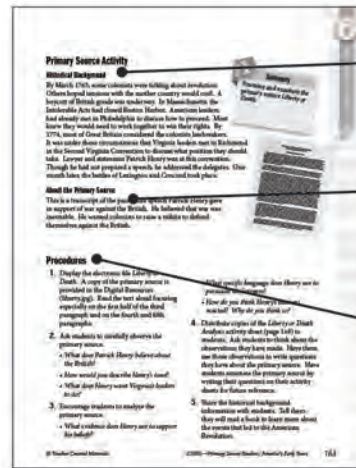
Social studies strand(s)

Learning objectives

Materials

Suggested timeline for lesson

## Primary Source Activity

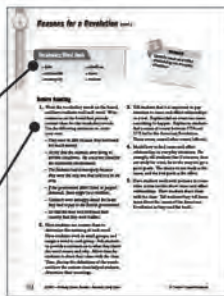


Historical background for the teacher

About the primary source

Primary source activity—question development and analysis

### Before Reading



Vocabulary word bank

Vocabulary activity

### During Reading



### After Reading



### Primary Source Activity Revisit

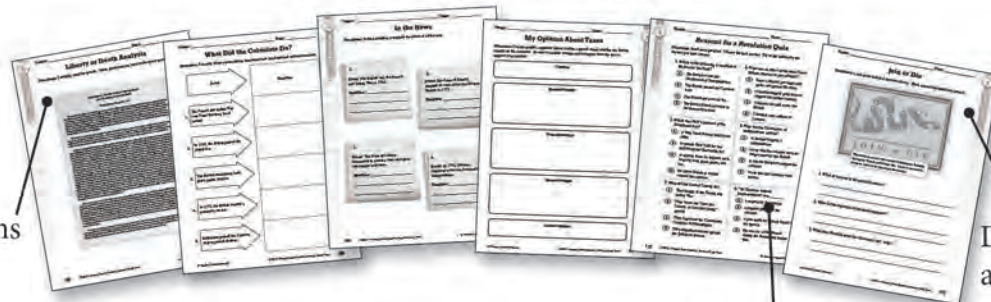


Primary source activity—reflection

Assessments

Activities from the book

## Student Activity Sheets and Assessments



Clear directions

Multiple-choice quiz with text-dependent questions

Document-based assessment



## Pacing Plan

The following pacing plan shows an option for using this product. Teachers should customize this pacing plan according to students' needs. One lesson has been included for each of the 18 books. Each day of the lesson requires 30–45 minutes and spans 5 instructional days, for a total of approximately 45–68 hours over the course of 90 days.

Instructional time	Frequency	Setting
30–45 minutes/day	5 days/week	Whole-class, small-group, or one-on-one instruction

Day 1	Day 2	Day 3	Day 4	Day 5
Primary Source Activity	Before Reading	During Reading	After Reading	Revisit Primary Source Activity, Activities from the Book, and Assessments

## Activities from the Book

Each book in *Primary Source Readers* includes two activities:

- The **activity** on pages 28–29 immerses students in the content.
- The **Your Turn! activity** on page 32 challenges students to connect to a primary source through a writing activity.

These activities can be used as an extension of learning in the classroom or at home as a way of building school-home connections.

## Social Studies Strands

The books and lessons in *Primary Source Readers* cover four strands of social studies:

- history
- economics
- geography
- civics

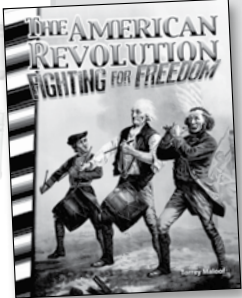
The icons in the lessons denote the main strand addressed.



# The American Revolution: Fighting for Freedom



## Learning Objectives



### Students will:

- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- examine major battles, campaigns, and turning points of the American Revolution and the roles of the leaders.

## Materials

- *The American Revolution: Fighting for Freedom* books
- copies of student activity sheets (pages 180–185)
- *Boston Tea Party* primary source (boston.jpg)
- chart paper

## Lesson Timeline

DAY 1

### Task

**Primary Source Activity**  
(page 175)

### Summary of Student Learning Activities

Examine and annotate a poem about the Boston Tea Party.

DAY 2

### Task

**Before Reading** (page 176)

### Summary of Student Learning Activities

Use evidence to support inferences.

DAY 3

### Task

**During Reading** (page 177)

### Summary of Student Learning Activities

Support inferences with textual evidence.

DAY 4

### Task

**After Reading** (page 178)

### Summary of Student Learning Activities

Write a journal entry as a colonist during the American Revolution.

DAY 5

### Task

**Primary Source Activity Revisit, Activities from the Book, and Assessments** (page 179)

### Summary of Student Learning Activities

Revisit the Primary Source Activity, create and decipher coded messages, and take the assessments.



## Primary Source Activity

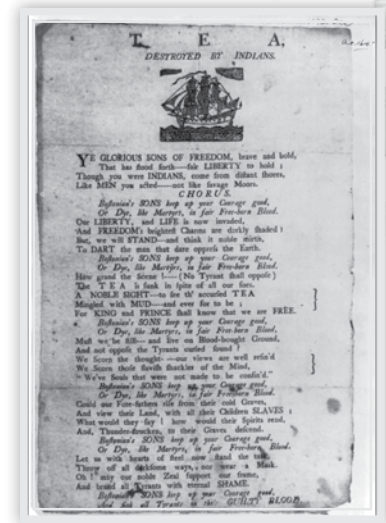
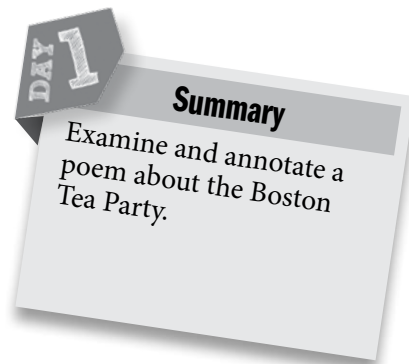
### Historical Background

By 1773, tensions were high in the American colonies. As the British fought to tighten their grip on the colonies, colonists resisted in growing numbers. Many colonists felt betrayed by the British crown and began talking about war.

The Boston Tea Party was an important event leading up to the American Revolution. American colonists dressed as Mohawk Indians snuck onboard three ships in Boston Harbor in the middle of the night. They dumped 342 chests of tea into the water to protest the Tea Act. This law effectively created a British monopoly on tea in the colonies. After the British heard about the event, they passed the Coercive Acts (known in America as the Intolerable Acts) to punish the colonists. But, the acts only strengthened the Patriots' resolve and pushed them closer to war.

### About the Primary Source

This 1773 broadside was displayed in Boston shortly after the Boston Tea Party. The broadside displayed a poem called, "Tea Destroyed by Indians." It was decorated with a woodcut image of a sailing ship. The author is unknown.



## Procedures

1. Display the electronic file *Boston Tea Party*. A copy of the primary source is provided in the Digital Resources (boston.jpg). Read the text aloud.
  - How does the author characterize the event?
  - Who do you think the author is referring to as "tyrants"?
2. Ask students to carefully observe the primary source.
  - What do you think this document is?
  - What do the title and drawing help you understand?
  - What words did the author consider to be important?
3. Encourage students to analyze the primary source.
  - What event do you think the author is describing?
4. Distribute copies of the *Boston Tea Party Analysis* activity sheet (page 180) to students. Ask students to think about the observations they have made. Have them use those observations to write questions they have about the primary source. Have students annotate the primary source by writing their questions on their activity sheets for future reference.
5. Share the historical background information with students. Tell them they will read a book to learn more about America's fight for independence.

# The American Revolution: Fighting for Freedom (cont.)

## Vocabulary Word Bank

- alliance
- democracies
- inevitable
- Patriots
- retreated
- traitorous

DAY  
2

### Summary

Use evidence to support inferences.

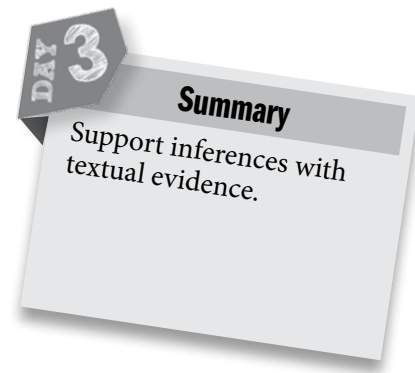
## Before Reading

1. Write each vocabulary word on a separate sheet of chart paper, and discuss their meanings as a class. Post the sheets of chart paper around the room. Have groups of students rotate around the room, drawing pictures and writing words on the chart paper that relate to each vocabulary word.
2. Discuss how the words and drawings relate to each vocabulary word. Keep the chart papers as a reference for students to use throughout the lesson.
3. Explain to students that readers often make inferences. Tell them that making inferences means a reader uses the author's clues in the text to discover what is not directly stated in the text. Point out that an inference must be supported by evidence from the text.
4. Display pages 4–5 from *The American Revolution: Fighting for Freedom* book. Read the body text aloud. Point out that the text does not explicitly say that the colonists would defeat the British, although there are clues that suggest this.
5. Show students some of the pictures in the book. Model how to make inferences based on the evidence in the pictures. For example, tell students that you can infer that this book will discuss battles because there is evidence in the pictures, such as scenes of people fighting. Have students use evidence from the pictures to infer what the book will be about.



## During Reading

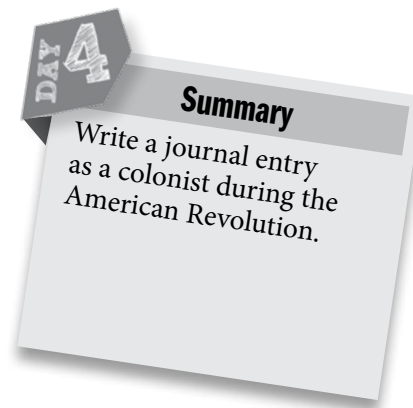
1. Distribute *The American Revolution: Fighting for Freedom* books to students. Have students read the book aloud in pairs. Distribute copies of the *Making and Supporting Inferences* activity sheets (page 181) to students. Have them discuss inferences they can make about each section of the text and the evidence that supports their inferences. Have students write two of their inferences on their activity sheets. Have students share their findings with the class.
  - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
  - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording will help struggling readers practice fluency and build comprehension.
2. Distribute copies of the *What Can You Infer?* activity sheet (page 182) to students. Explain that they will write a paragraph about the American Revolution. Allow time for students to plan and write their paragraphs.
  - Challenge **above-level learners** to use a specific text structure in their paragraphs, such as sequential or cause-and-effect.
3. After students have written their paragraphs, have them exchange papers with a partner. Have partners make an inference about the writing and support their inference with evidence from the paragraph. Discuss students' inferences and quotes as a class.



# The American Revolution: Fighting for Freedom (cont.)

## After Reading

1. Review the vocabulary charts and drawings students made in the Before Reading activity. Place students in small groups, and assign each group a vocabulary word. Have students write an acrostic poem for their assigned word. Explain to students that their acrostic poem should include words that are related to the vocabulary word or explain its meaning. Once students are finished, have them share their poems with the class.
2. Distribute *The American Revolution: Fighting for Freedom* books and copies of the *Revolutionary Journal* activity sheet (page 183) to students. Have students choose one important person discussed in the book. Explain that each student will write journal entries from the perspective of their chosen person. Before writing the journal entry, have students reread information about their selected person.
3. Have students use their activity sheets to help them write their journal entries on separate sheets of paper. Encourage students to use descriptive details and clear event sequences in their journals.
  - Support **below-level learners** and **English language learners** in including clear event sequences by having them first complete an outline of their journal entries. Have them add appropriate transitions, such as *first*, *next*, *then*, and *finally*.

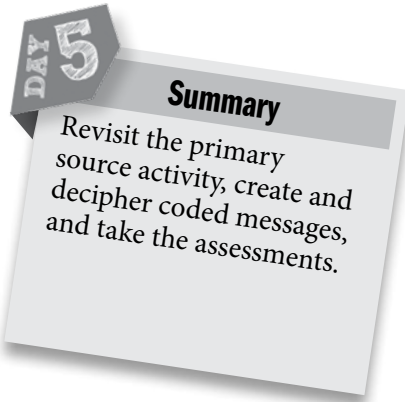


## Primary Source Activity Revisit

1. Display the *Boston Tea Party* primary source. Have students review their annotated *Boston Tea Party Analysis* activity sheets from Day 1. Ask students what they learned about America's fight for independence. Discuss any unanswered questions about the primary source that students may have.
2. Ask students the following reflection questions:
  - *Why do you think the author wrote this poem?*
  - *What evidence from the poem could you use to support the idea that the author was a Patriot?*
  - *How do you think Patriots responded to this poem? How do you think Loyalists responded?*

## Activities from the Book

- **Code It! Activity**—Read the Code It! prompt aloud from page 28 of *The American Revolution: Fighting for Freedom* book. Have students write coded messages to share secret information with George Washington during the American Revolution. After students exchange messages, allow time for them to respond with a coded reply.
- **Your Turn! Activity**—Read the Your Turn! activity aloud from page 32 of *The American Revolution: Fighting for Freedom* book. Have students create posters to convince colonists to join the Loyalists or the Patriots. Discuss compelling images and words students could use in their posters.



## Assessments

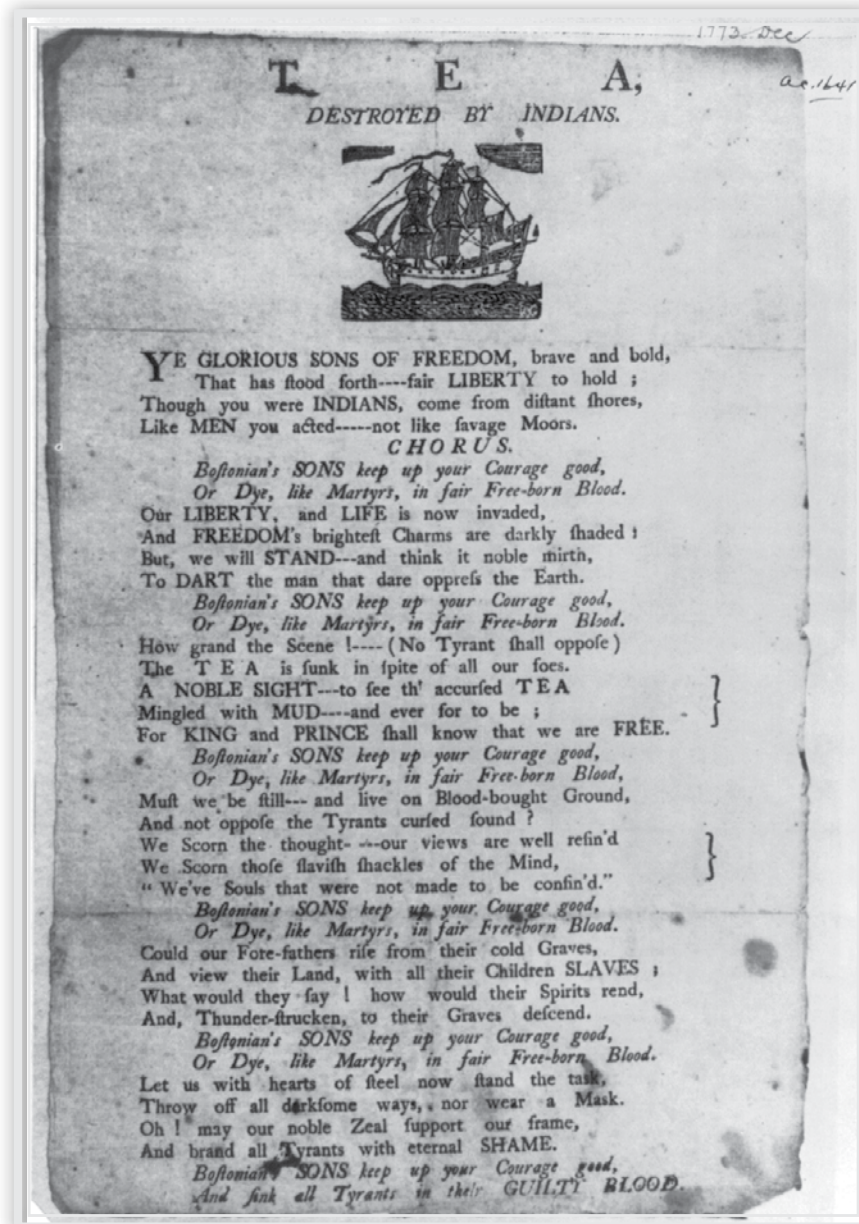
1. A short posttest, *The American Revolution: Fighting for Freedom Quiz* (page 184), is provided to assess student learning from the book.
2. A document-based assessment is also provided on page 185. This can be used to assess students' ability to analyze a primary source, or it can be used as another opportunity for analysis instruction.
3. The Interactiv-eBook activities in the Digital Resources may also be used for assessment purposes (optional).



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

## Boston Tea Party Analysis

**Directions:** Carefully read the document. Write questions you have in the space around it. **Note:** In colonial documents, s's often look like f's.



# Making and Supporting Inferences

**Directions:** Write two inferences about events or people in the text. Then, write at least two pieces of evidence that support your inferences.

**Inference**

**Support**

**Support**

**Inference**

**Support**

**Support**



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

## What Can You Infer?

**Directions:** Write a paragraph about the American Revolution. Then, exchange papers with a partner. Have your partner read your paragraph and write an inference about it. Have your partner support his or her inference with at least two pieces of evidence from your paragraph.

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**My inference:**

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**Evidence:**

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**Evidence:**

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

# Revolutionary Journal

**Directions:** Use the graphic organizer to plan a journal entry as a person from the text.

**Who are you?**

**What did you do?**

**When did you do that?**

**Where were you?**

**How did you feel?**

**Why did you do that?**



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

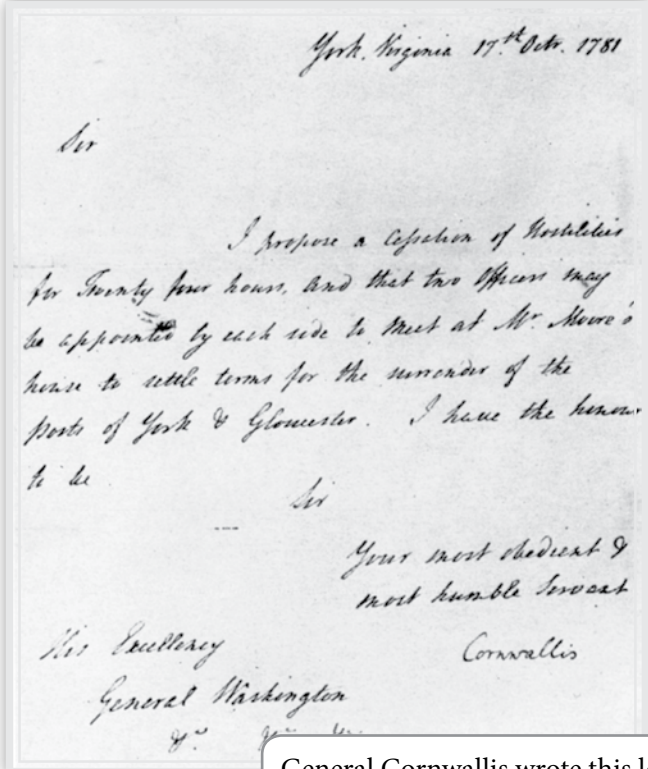
## ***The American Revolution: Fighting for Freedom Quiz***

**Directions:** Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

- 1.** Which quote from the text does NOT support the inference that the Culper Spy Ring was very secretive?
- (A) “Then, they were all given code names.”
  - (B) “They also wrote in code.”
  - (C) “They even hung laundry on clotheslines to signal each other.”
  - (D) “These men and women were Patriots.”
- 2.** What caused the end of the American Revolution?
- (A) The British lost more battles than the Americans.
  - (B) The Americans were defeated by the French.
  - (C) The Americans lost control of their major forts.
  - (D) The British were defeated at Yorktown.
- 3.** Which battle(s) proved to be the turning point for Americans to win the war?
- (A) Lexington and Concord
  - (B) Saratoga
  - (C) Yorktown
  - (D) Trenton
- 4.** What inference can be made based on the title *The American Revolution: Fighting for Freedom*?
- (A) The American Revolution was about America’s independence.
  - (B) The Americans did not want to go to war.
  - (C) There was little chance that war would break out.
  - (D) The British were much better prepared than the Americans.
- 5.** Captain John Parker told his men, “Stand your ground. Don’t fire unless fired upon.” What did he mean?
- (A) The men should never use their weapons.
  - (B) He did not believe in war.
  - (C) The colonists should surrender if war started.
  - (D) He did not want to start the war, but he wanted his men to defend themselves.
- 6.** \_\_\_\_\_ was a Prussian military man who helped train American soldiers at Valley Forge.
- (A) George Washington
  - (B) General Cornwallis
  - (C) Baron Friedrich von Steuben
  - (D) Captain John Parker

# Letter to Washington

**Directions:** Read the letter closely. Then, answer the questions about it.



York, Virginia 17<sup>th</sup> Oct. 1781

Sir

I propose a Cessation of Hostilities for Twenty four hours, and that two Officers may be appointed by each side to meet at Mr. Moore's house to settle terms for the surrender of the posts of York & Gloucester. I have the honor to be

Sir  
Your most obedient &  
most humble servant  
Cornwallis

Your most obedient &  
most humble servant  
Cornwallis

His Excellency  
George Washington

General Cornwallis wrote this letter to George Washington.

1. When was the letter written? Where was it written?

---

---

2. What was Cornwallis's purpose for writing this letter?

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---

3. How do you think Cornwallis felt as he wrote the letter? How do you think Washington felt as he read the letter?

---

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# THE AMERICAN REVOLUTION FIGHTING FOR FREEDOM



Torrey Maloof



## Consultants

Katie Blomquist, M.Ed.  
Fairfax County Public Schools

Nicholas Baker, Ed.D.  
Supervisor of Curriculum  
and Instruction  
Colonial School District, DE

### Publishing Credits

Rachelle Cracchiolo, M.S.Ed., *Publisher*  
Conni Medina, M.A.Ed., *Managing Editor*  
Emily R. Smith, M.A.Ed., *Series Developer*  
Diana Kenney, M.A.Ed., NBCT, *Content Director*  
Johnson Nguyen, *Multimedia Designer*  
Torrey Maloof, *Editor*

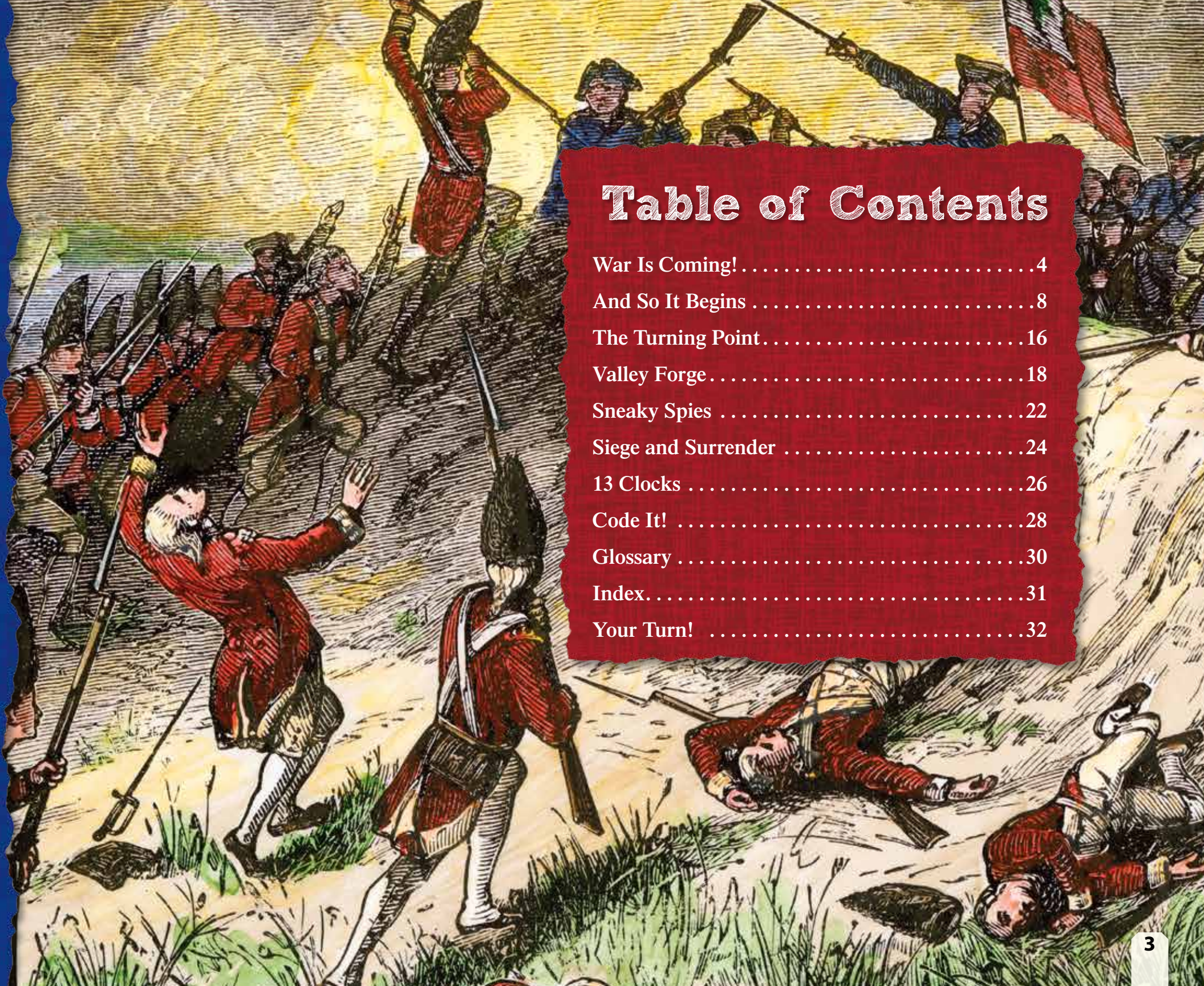
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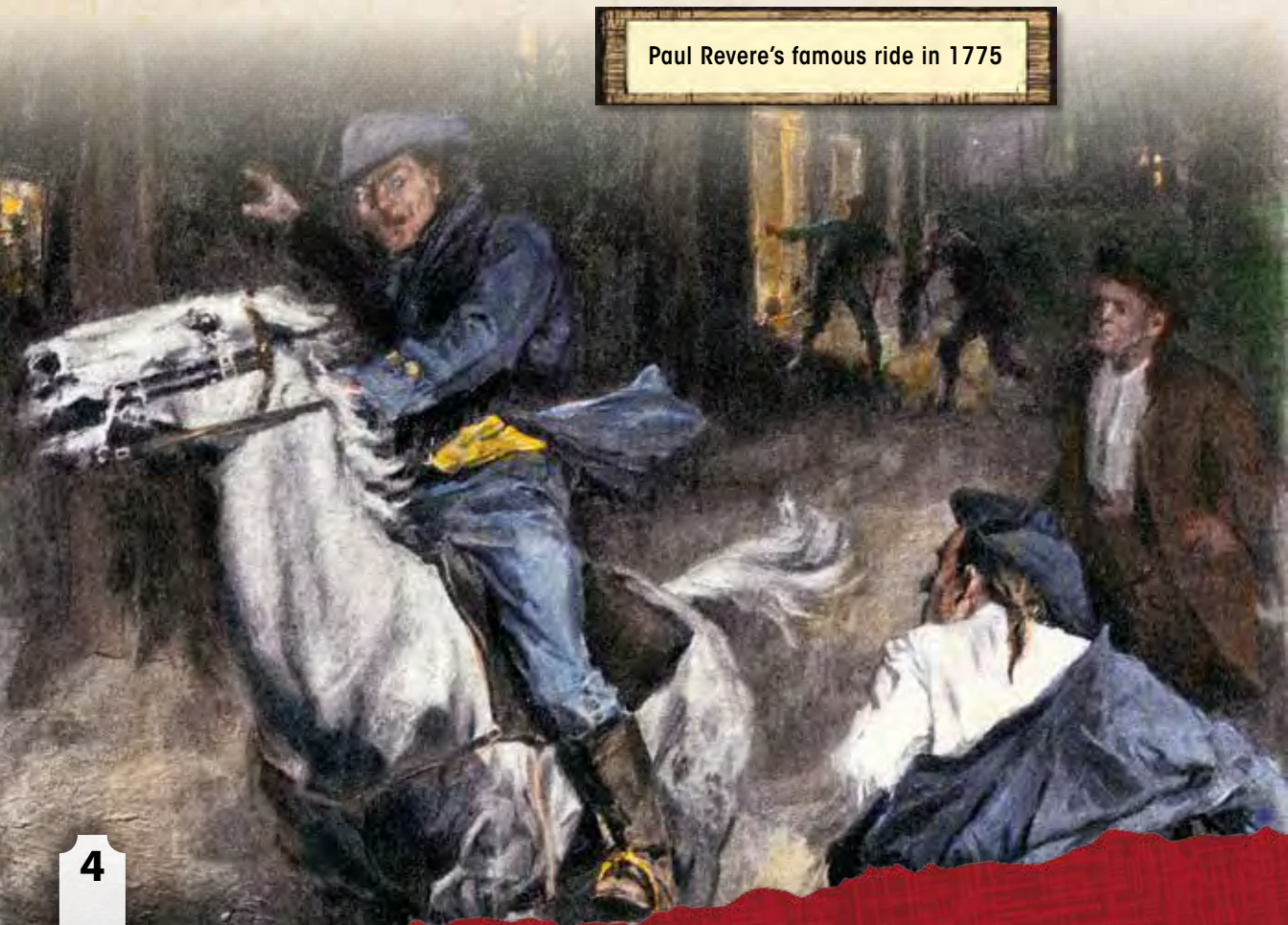
# War Is Coming!

“Listen my children and you shall hear  
Of the midnight ride of Paul Revere.”

The poet Henry Wadsworth Longfellow wrote these lines. Before this poem was published, the story of Revere’s now-famous ride was not well known. While the poem is not entirely accurate, it does bring to light an important piece of American history.

Revere’s ride occurred right on the brink of the American Revolution. At that time, the tension between the British and the colonists had reached its peak. Colonists were fed up with all the taxes. They were tired of the restrictions placed on them by the British. They wanted to be treated fairly. War was looming on the horizon. It was **inevitable**.

Paul Revere’s famous ride in 1775

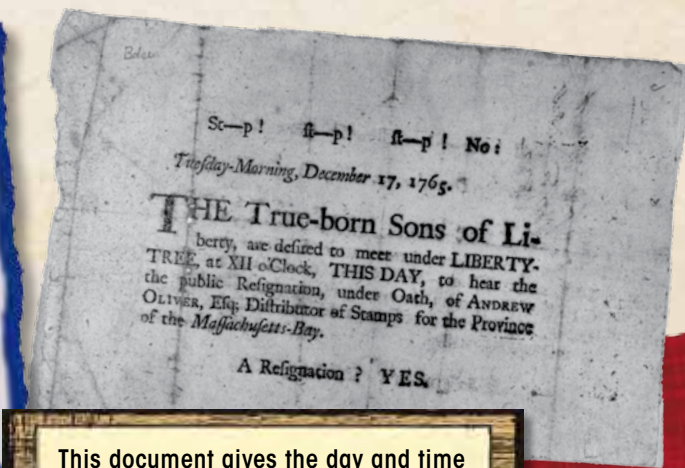


Colonists discuss their discontent.

The **Patriots** were colonists who wanted to break free from Great Britain’s rule. They were preparing for war. **Militias** (mi-LISH-uhz) were training. Strategies were being created. Weapons were being gathered. The British soon caught wind of these plots. British soldiers prepared to leave Boston. They headed toward Concord and Lexington. Their mission was to take the colonists’ weapons and arrest **traitorous** troublemakers. But colonists were one step ahead of the British. They devised a plan—a warning system.

## Sons of Liberty

The British tried to arrest Patriot leaders, such as Samuel Adams and John Hancock, who encouraged colonists to fight for freedom. They had formed the Sons of Liberty, a group of store owners and workers who fought against unfair treatment by the British.



This document gives the day and time for the next Sons of Liberty meeting.



Revere had some of his men watching the British soldiers in Boston. When the soldiers left, the men were to climb to the steeple of Old North Church. If the British were traveling by land, they were to light one lantern in the steeple. If they were taking the shortcut and traveling by sea, the men were to light two lanterns. As Longfellow famously wrote in his poem, "One if by land, two if by sea."


On the night of April 18, 1775, two lanterns lit the steeple. Revere began his ride at 10 p.m. It was time to warn everyone that the British were coming! He rode toward Lexington. This was where Samuel Adams and John Hancock were hiding. He didn't want these Patriot leaders to be captured by the British. He arrived just after midnight and warned the men and the militia there.



Two lanterns light Old North Church.



one of the lanterns used to signal Paul Revere



Paul Revere warns colonists that the British are coming.

### Mythbuster

Many people think that Revere shouted "The British are coming!" on his ride. But, they aren't correct! Revere tried to be discreet. And, colonists thought of themselves as British!

Next, Revere and two other men jumped on their horses and took off toward Concord. They warned everyone they saw along the way. The British captured all three men before they could reach Concord, but the damage was done. The colonial militias had been warned. When the British arrived on April 19, they found armed angry colonists waiting for them. They were ready to fight!



Paul Revere



# And So It Begins

Captain John Parker was a veteran of the French and Indian War and the leader of a group of *minutemen*. They were called *minutemen* because they could be ready to fight with a minute's notice. Most of these men were farmers and did not have battle experience.

Parker received the message spread by Revere and his men. Parker knew the British were coming. He assembled his men and told them, "Stand your ground. Don't fire unless fired upon, but if they mean to have a war, let it begin here." The spot where Parker said these words in Lexington is where the American Revolution began.



the Battle of Lexington in 1775

No one knows who fired the first shot. When the battle at Lexington ended, eight colonists were dead. Only one British soldier was injured. But the fighting was not over. The British marched on to Concord. Most of the weapons the British were looking for had already been hidden elsewhere by the colonists. The few weapons the British did find they burned. Colonists worried the British were going to burn the whole town. The hundreds of minutemen who assembled in Concord charged the British soldiers. The British fired. The minutemen fired back. The British **retreated**. The minutemen followed and kept shooting.



North Bridge in Concord, Massachusetts

## First Shots

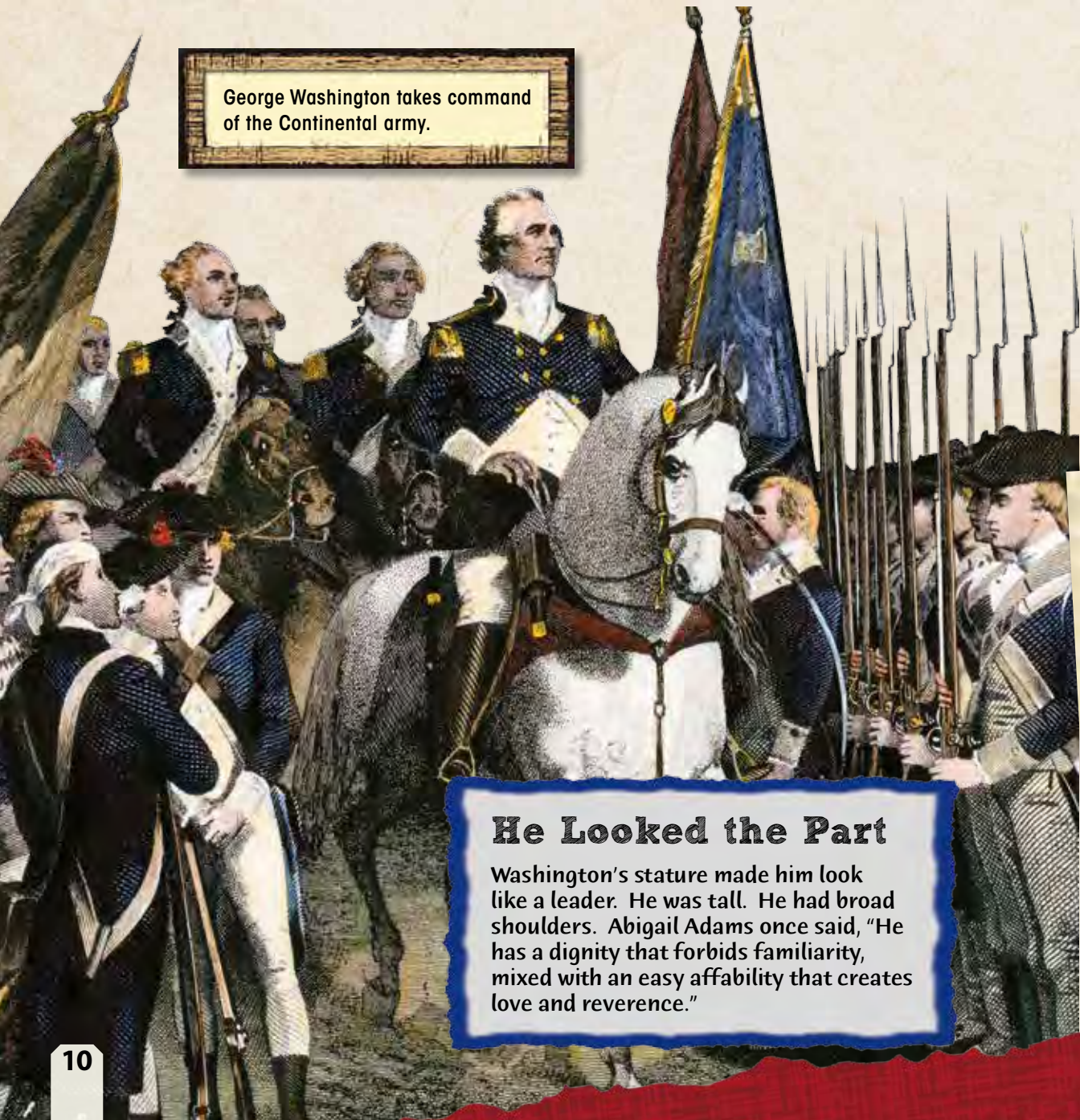
The first shots in Concord were fired at North Bridge. In 1837, a poet by the name of Ralph Waldo Emerson wrote a poem about this moment in American history. The poem is titled "Concord Hymn."

statue of a minuteman



During the battles of Lexington and Concord, the Americans fought against the best army in the world. The British were well trained. They had military experience. Yet the Americans stood their ground. The colonists killed or wounded around 250 British soldiers. There were about 90 **casualties** on the American side.

George Washington takes command of the Continental army.



### He Looked the Part

Washington's stature made him look like a leader. He was tall. He had broad shoulders. Abigail Adams once said, "He has a dignity that forbids familiarity, mixed with an easy affability that creates love and reverence."

In Philadelphia, the **Continental Congress** had a new priority. The war had begun. All of the militias needed to be united to form one army. But who would lead that army? He had to be a strong and brave man. He needed military experience. He had to be respected. And he needed to be committed to America's fight for independence. The Congress chose George Washington.

Washington fought in the French and Indian War. He was a leader in the Virginia colony. And he was fully devoted to the Patriot cause. However, Washington was not sure he was the right man for the job. He doubted his abilities. He told his friend, Patrick Henry, that he was concerned becoming commander of the American army would ruin his reputation. Yet, he accepted the position. He bought books on how to lead and organize a large army. He studied. He trained. He wanted to win the war.

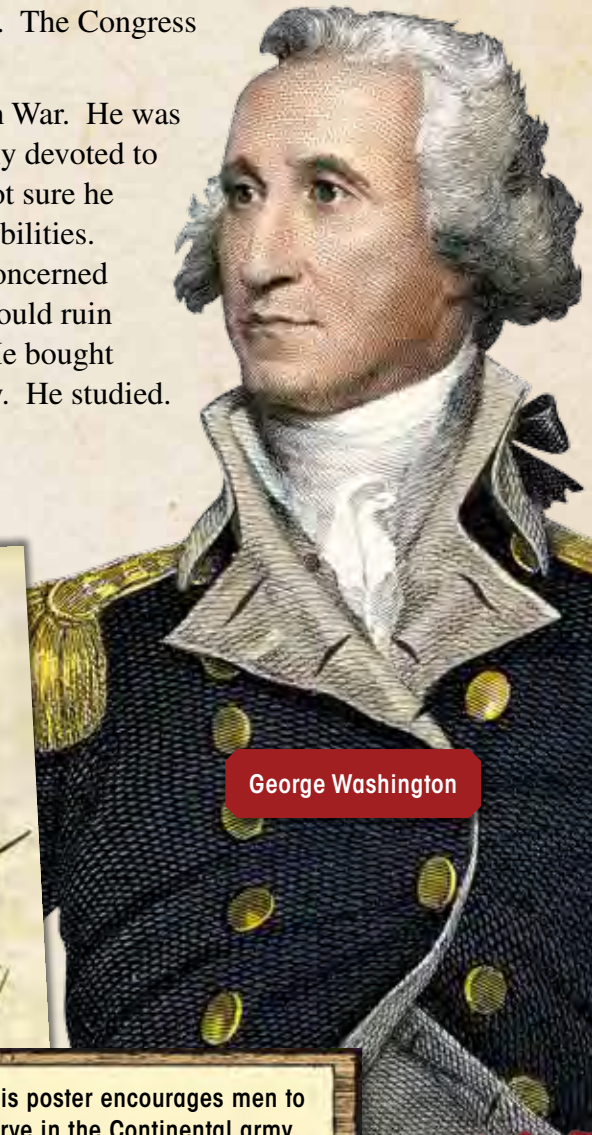
TO ALL BRAVE, HEALTHY, ABLE BODIED, AND WELL  
DISPOSED YOUNG MEN,  
IN THIS NEIGHBOURHOOD, WHO HAVE ANY INCLINATION TO JOIN THE TROOPS,  
NOW RAISING UNDER  
GENERAL WASHINGTON,  
FOR THE DEFENCE OF THE  
LIBERTIES AND INDEPENDENCE  
OF THE UNITED STATES,  
Against the hostile Armies of foreign enemies,

## TAKE NOTICE,



This poster encourages men to serve in the Continental army.

George Washington

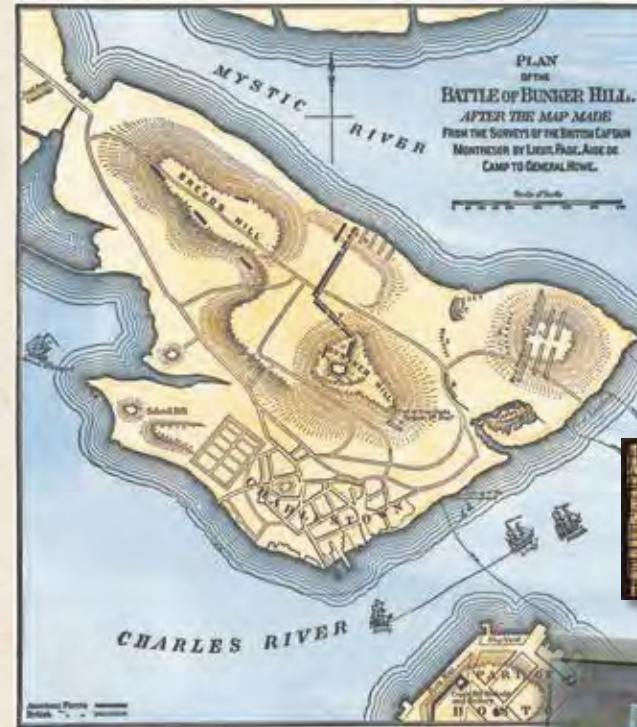






The British marched up the hill. When they got close enough, the Americans fired. Eventually, they forced the British to retreat. The British reorganized their troops and marched up the hill again. The Americans attacked and forced the British soldiers back down the hill a second time. But on the third attempt made

by the British, the Americans ran out of ammunition. They were forced to flee. They lost the battle. The British took control of the hills surrounding Boston and the peninsula. But once again, the Americans felt proud. They had held off the British, even if it was just for a short time.



This British map shows the positions of Breed's Hill and Bunker Hill reversed.

## The Battle of Bunker Hill

In the dark of night on June 16, American troops received orders to march to Bunker Hill. It was just outside Boston. On the hill, they would build **fortifications**. They were going to fight the advancing British soldiers from there. But the men set up their defenses on Breed's Hill instead.

The Americans quickly built walls and **barricades** to protect against British fire. In the morning, British soldiers marched toward the hill. The Americans knew they had limited **ammunition**. They were told "Don't fire 'til you see the whites of their eyes!" The Americans waited. They were nervous and frightened.

### Wrong Place

No one knows if the troops chose Breed's Hill on purpose or got confused in the dark. Either way, the battle is known as the Battle of Bunker Hill. There is even a plaque at the top of Breed's Hill that says so.

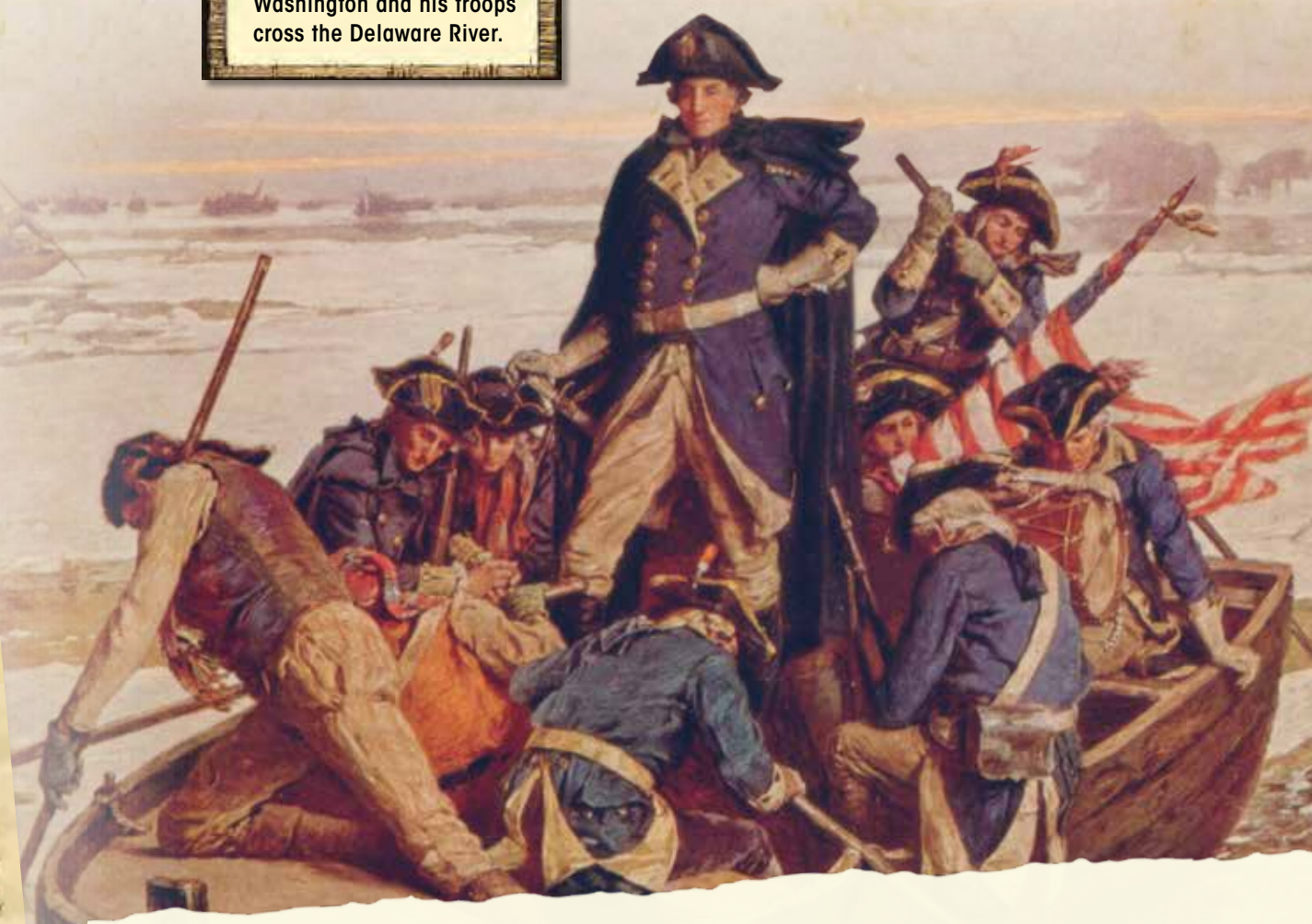




# Crossing the Delaware

On July 4, 1776, the Congress adopted the Declaration of Independence. The colonists had been fighting the British for over a year. The Declaration gave the soldiers a clear vision of what they were fighting for—independence. It motivated them. It raised their spirits. But by the time winter arrived later that year, the troops were exhausted and downtrodden. They needed another inspirational event. They needed their first big victory in battle. Washington knew this. He devised a plan.

Washington and his troops cross the Delaware River.



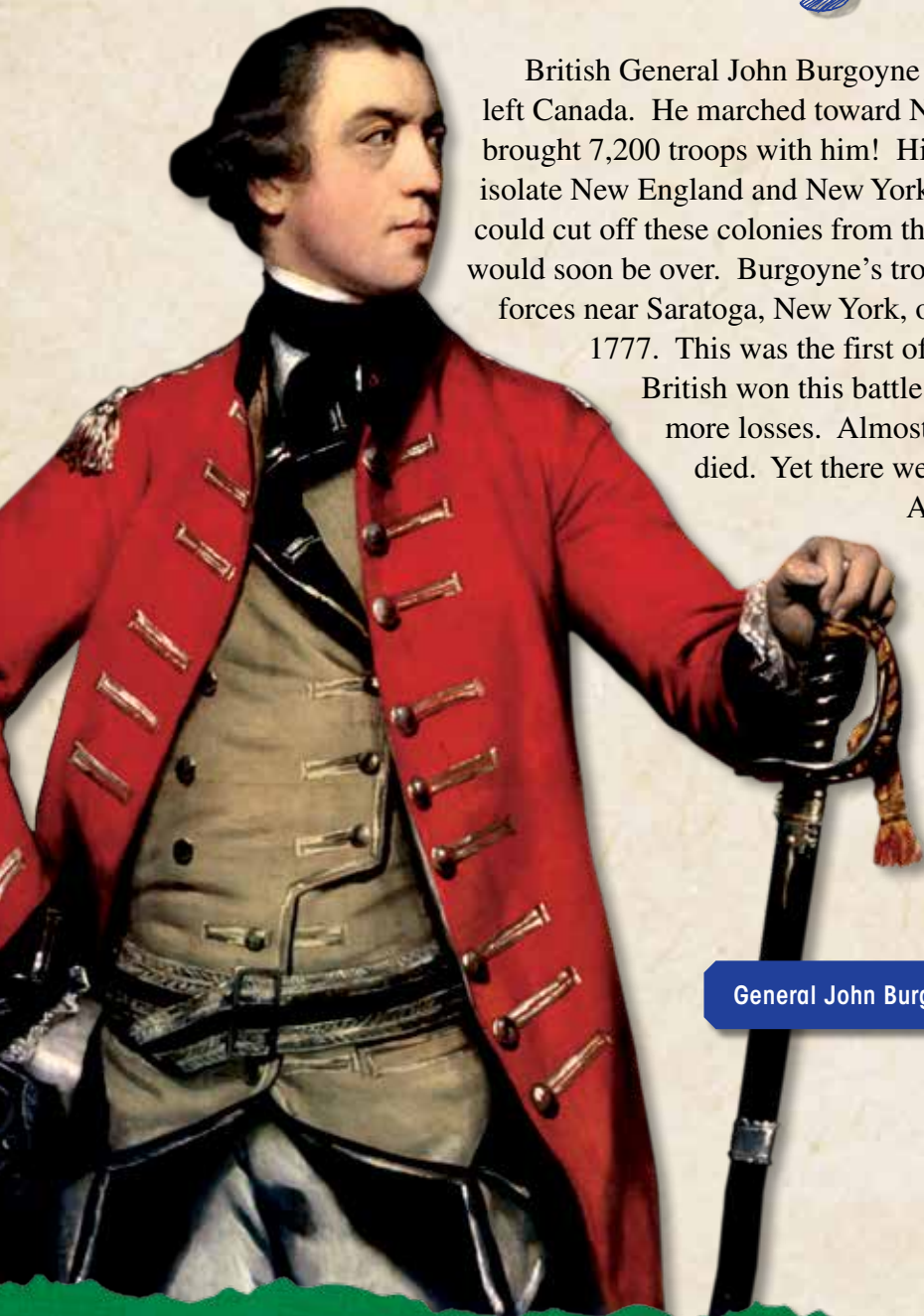
IN CONGRESS, JULY 4, 1776.  
The unanimous Declaration of the thirteen united States of America.

**Inspiring the Troops**  
On July 9, 1776, Washington ordered his troops to assemble in New York City. He wanted them to hear the Declaration of Independence read aloud. He knew it would inspire them to keep fighting.

Washington wanted to launch a surprise attack. They would surprise a group of soldiers in Trenton, New Jersey. The group had built their winter camp there. The attack would take place on Christmas Day. He picked this day because he knew the enemy soldiers would be tired from celebrating the holiday. It was a good plan. But to get to Trenton, Washington's men had to cross the frozen and treacherous Delaware River. It was not an easy task. Yet 2,400 troops made it through ice and sleet to the other side. The surprise attack was a success. They won the battle! Washington's plan worked. The victory raised the spirits of the troops. And it also raised the spirits of Americans throughout the 13 colonies.

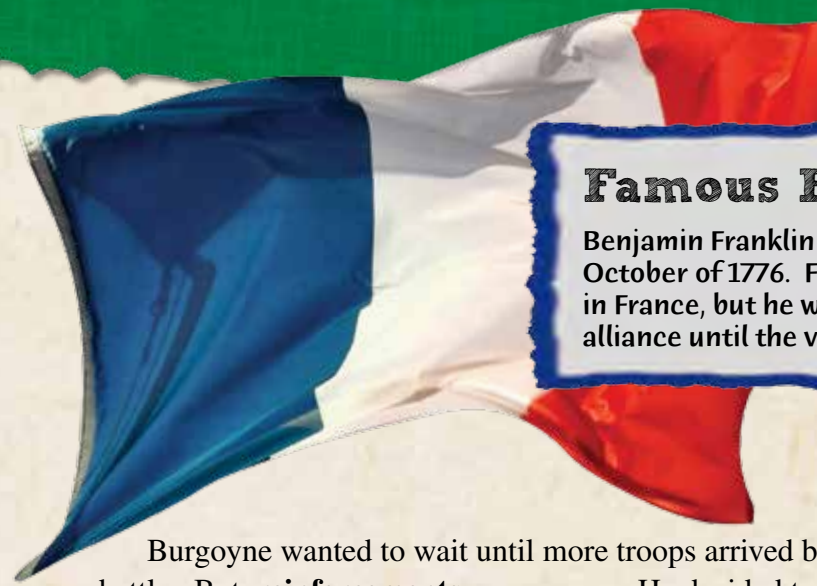


# The Turning Point



General John Burgoyne

British General John Burgoyne (buhr-GOYN) left Canada. He marched toward New York. And he brought 7,200 troops with him! His mission was to isolate New England and New York. He thought if he could cut off these colonies from the rest, then the war would soon be over. Burgoyne's troops met American forces near Saratoga, New York, on September 19, 1777. This was the first of two battles. The British won this battle. But they suffered more losses. Almost 600 British soldiers died. Yet there were only about 150 American casualties.



**Famous Franklin**  
Benjamin Franklin was sent to France in October of 1776. Franklin was quite popular in France, but he was unable to secure an alliance until the victory at Saratoga.

Burgoyne wanted to wait until more troops arrived before engaging in another battle. But, **reinforcements** never came. He decided to move forward. On October 7, the British launched their second attack. American General Horatio Gates and his men held firm. They forced the British troops back. Then, they surrounded them. By October 17, Burgoyne surrendered.

These two battles were a major turning point in the war. Why? Because this victory brought an **alliance**. After these battles, the French decided to help America in the war effort. They sent troops and supplies. They sent ships and money, too. Thanks to France's help, American forces grew much stronger. Without their help, the war may have ended much differently.



General Burgoyne surrenders at Saratoga.



# Valley Forge

The American troops were exhausted. Many were sick. They had little food. Their uniforms were in tatters and some had no shoes. The ground was covered in snow, the wind was icy, and the river was frozen solid. This was the grisly scene at Valley Forge.

In the fall of 1777, British forces captured Philadelphia. It was a big blow to Washington to lose the capital city. By this time, his troops had suffered many losses, and now they were about to face a harsh winter at a camp 18 miles outside of Philadelphia.

American troops at Valley Forge



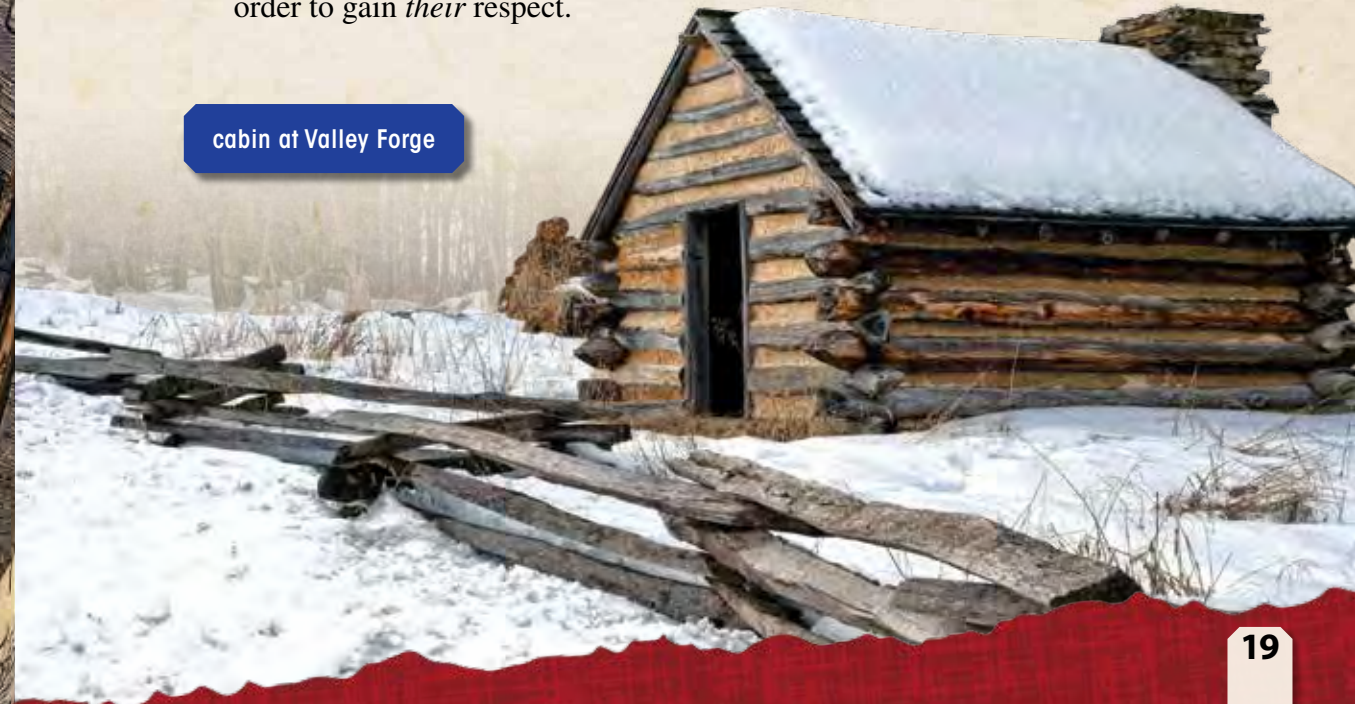
## Lady Washington

Washington's wife, Martha, also helped improve the morale of the soldiers. She spent the winter with the men at Valley Forge. She fed them and cared for the injured and sick. She even left little wrapped gifts to improve their spirits.

Washington and his men never fought the British at Valley Forge; no military battles took place there. But they did battle for their lives. The soldiers fought for survival. They wrestled with the elements, struggled with starvation, and battled disease.

Those who survived that harsh winter became stronger. They bonded together as a team. Washington had a lot to do with this. He slept with his men in the tiny tents and cold wooden cabins that filled Valley Forge. He fought the same battles they fought. This proved that Washington respected his men and was willing to suffer the same ills in order to gain *their* respect.

cabin at Valley Forge





Something else happened that winter at Valley Forge. The soldiers became more disciplined and learned better fighting techniques. This was due in large part to a man named Baron Friedrich von Steuben (STOO-buhn). He was from **Prussia**. He was a captain in the military there. Benjamin Franklin met him in France. He suggested that Washington use von Steuben to help train the American army. And that's just what Washington did.

Von Steuben arrived at Valley Forge in February of 1778. He could not believe how dirty the camp conditions were. One of the first things he did was move the **latrines** away from where the soldiers were living. This helped the soldiers stay clean. He also moved the kitchens to the opposite side of the camp to keep the food away from the latrines. He then organized the camp into companies and regiments.

Next, von Steuben trained the soldiers. He showed them how to fire their weapons accurately. He instructed them on how to reload their weapons efficiently. He taught them how to use their **bayonets** (bey-uh-NETS) correctly. He set up drills, or exercises, to help the men practice these new techniques. By the time the men left Valley Forge, they were proud, skilled, and ready to fight again.



Baron von Steuben trains the Continental army at Valley Forge.

Baron Friedrich von Steuben

### He Wrote the Book on It

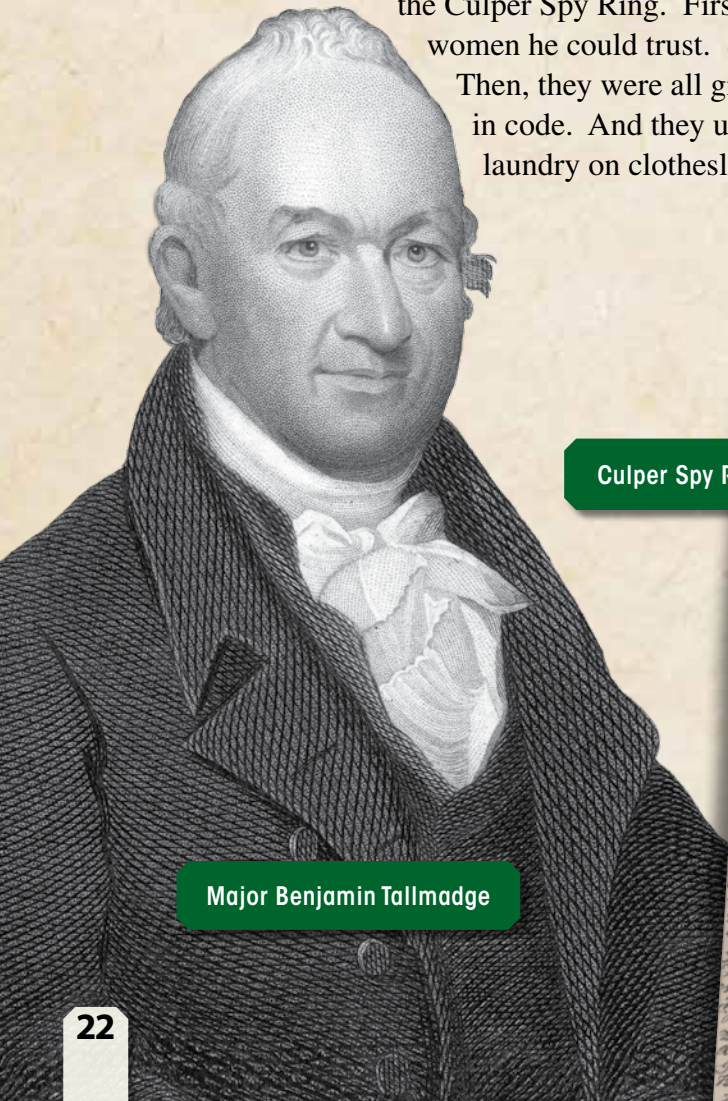
While at Valley Forge, von Steuben wrote a manual on how to train soldiers. Many of the methods he included in the manual are still used by the military.



# Sneaky Spies

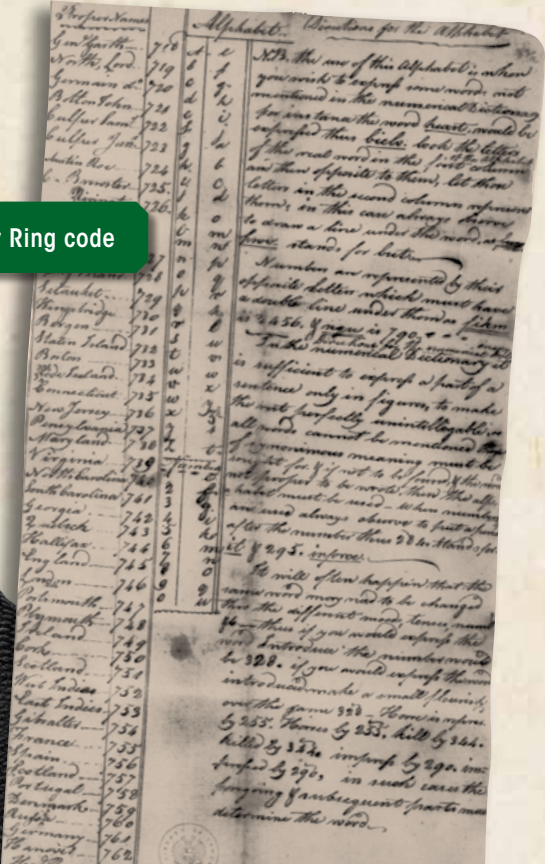
Fighting wasn't the only strategy used in the American Revolution. Both sides engaged in sneaky methods in an attempt to win the war. The most famous and effective group of spies was the Culper Spy Ring. These men and women were Patriots. They risked their own lives to secretly gather information from the British. Then, they covertly passed the information along to General Washington. It was dangerous work. If they were caught, they would be hanged!

In 1778, Washington asked for a spy network to be formed. He placed Major Benjamin Tallmadge (TAL-mij) in charge of the secret operation. This became the Culper Spy Ring. First, Tallmadge needed men and women he could trust. So, he chose his childhood friends. Then, they were all given code names. They also wrote in code. And they used invisible ink! They even hung laundry on clotheslines to signal each other.



Major Benjamin Tallmadge

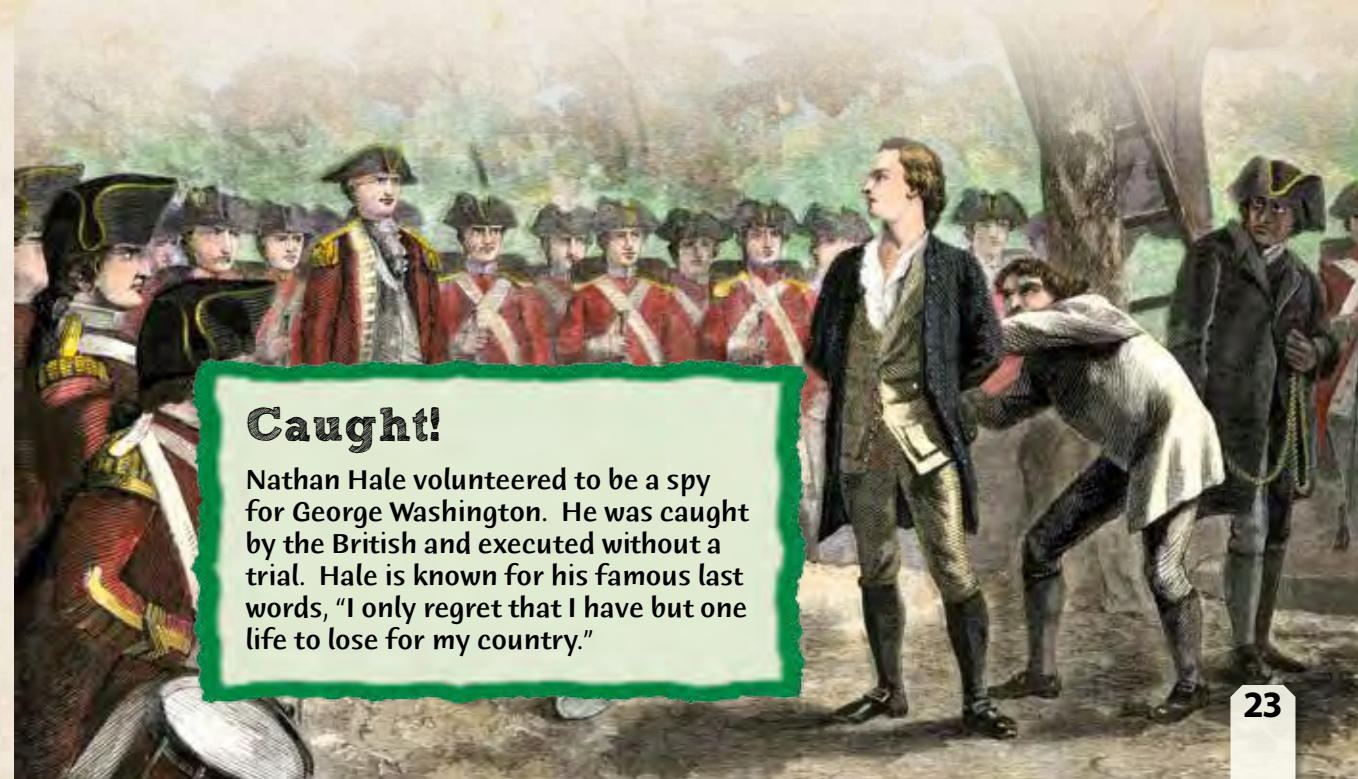
Culper Spy Ring code



The ring of spies gathered information that helped Washington win the war. Once, they alerted Washington about the British plan to attack the French who were en route to help the Americans. They also gathered information that led to the downfall of the American traitor Benedict Arnold. None of Tallmadge's spies were ever caught!

This coded message told Americans what the British troops were planning.

+ #10850 #\*6 6708 \* 67+878 7AC7#18100 EX  
 CLINTON HAS SENT A SECRET EXPEDITION UP  
 8#7 #E#650 85 10870+728 X\*6 #10#850.  
 THE HUDSON TO INTERCEPT WASHINGTON.

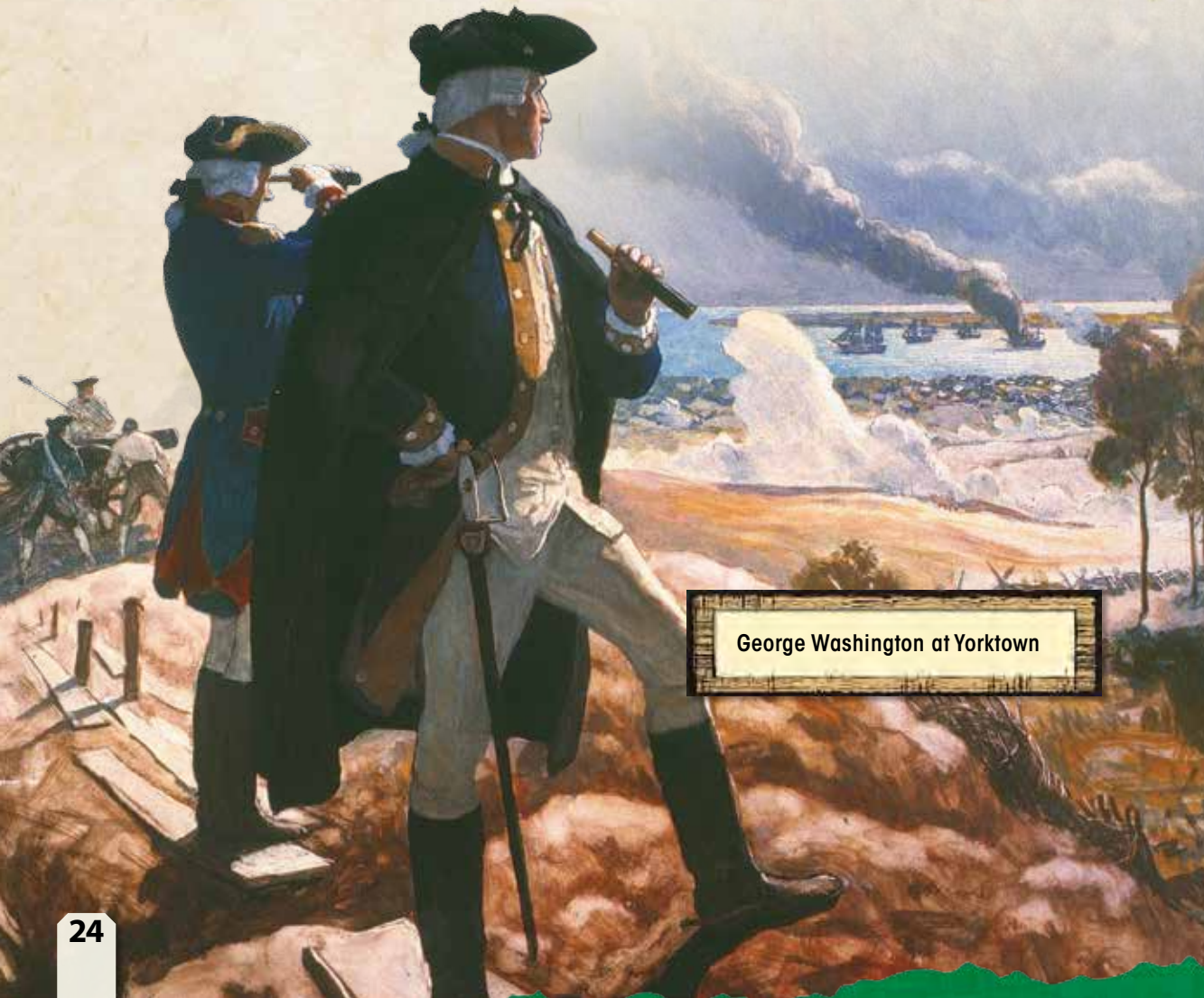


**Caught!**  
 Nathan Hale volunteered to be a spy for George Washington. He was caught by the British and executed without a trial. Hale is known for his famous last words, "I only regret that I have but one life to lose for my country."



# Siege and Surrender

British General Cornwallis brought his troops to Yorktown, Virginia, in August 1781. The plan was to take over Virginia. Yorktown was by the sea on Chesapeake Bay. Cornwallis was waiting for more troops and supplies to arrive by ship. Then, he would begin fighting. But Washington and his army were one step ahead of Cornwallis.



George Washington at Yorktown



Washington accepts Cornwallis's sword.

## Called in Sick

Cornwallis did not surrender to Washington in person. He claimed he was too sick to attend. Instead, he sent his second in command to offer Washington his sword in surrender.

Washington knew French ships were on their way to Yorktown. They could block the supplies and troops Cornwallis was waiting for. They could also stop the British stationed at Yorktown from leaving by sea once the fighting started. But Washington needed troops on land.

His men and French soldiers were in Rhode Island. That was 500 miles away. Would they be able to make the trek in time? Yes, they would!

The American and French soldiers dug trenches and set up their cannons outside of Yorktown. Then, they attacked! The British woke that morning to find themselves surrounded. They were trapped! The fighting lasted three weeks. Then, Cornwallis surrendered. By October 19, 1781, it was all over. The British could not recover from this battle. America went on to win the war. In 1783, the United States of America officially became an independent nation.



# 13 Clocks

In 1818, John Adams wrote a letter. It was a very insightful letter about the American Revolution. He said there had been *two* revolutions. There was the one that involved guns and fighting—the war. But there was another one in the “minds and hearts of the people” of the 13 colonies. There was an **awakening**. They knew it was time for a change. They wanted to govern themselves. They needed a government based on equality, one in which justice ruled, not a king.



John Adams

This badge from the French Revolution was given to military school students.



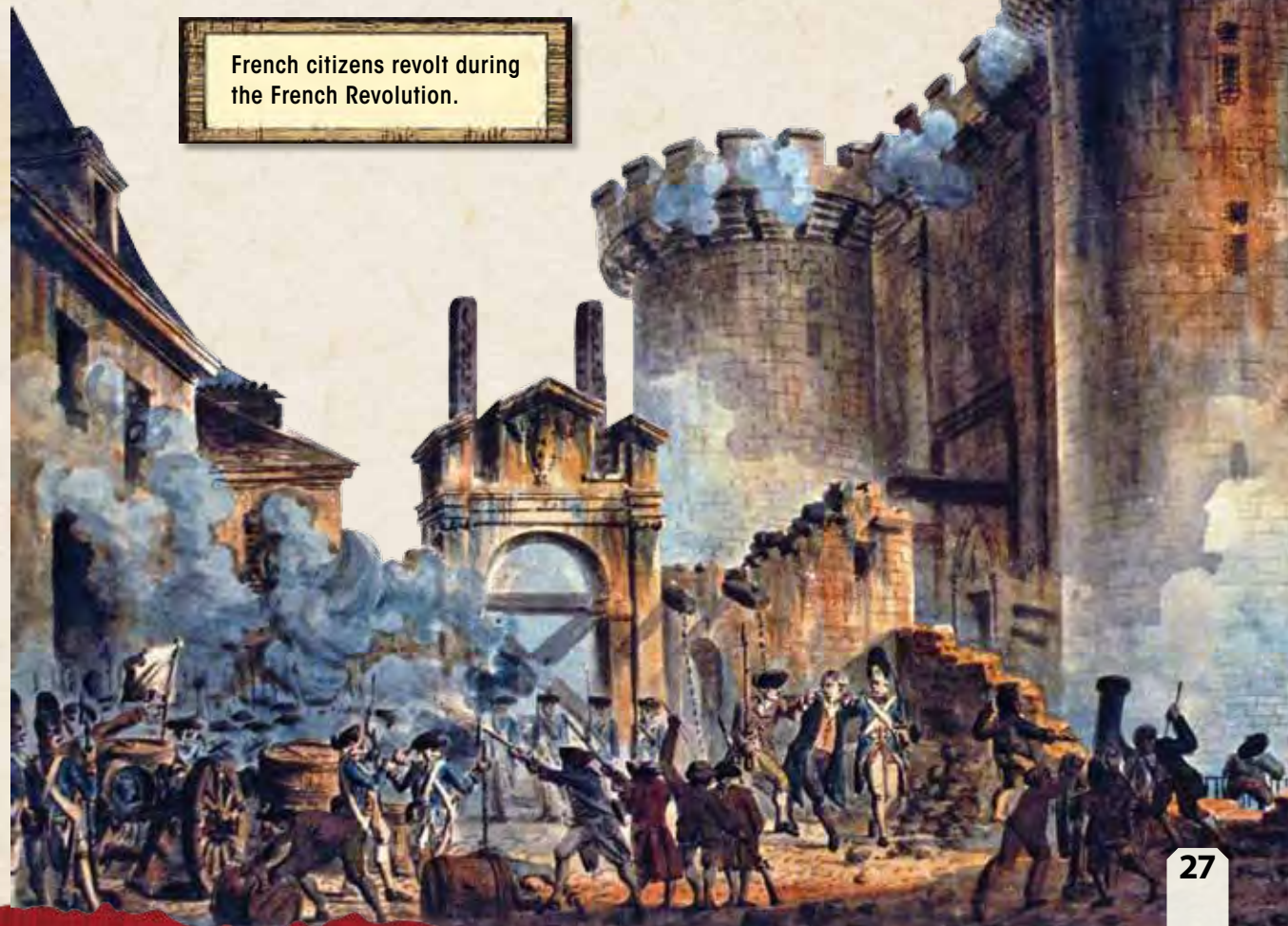
## Liberty, Equality, Fraternity

The American Revolution proved that old systems could be replaced and new governments started. Other countries also sought liberty. In their 1787 revolution, the French declared, “Liberty, Equality, Fraternity.”

Adams wrote that *this* revolution was the first time in history that such a “difficult **enterprise**” was accomplished in “so short a time and by such simple means.” He described the 13 colonies uniting under one cause as “thirteen clocks [that] were made to strike together.” He said it was a “perfection of **mechanism**.”

These “13 clocks striking as one” were heard around the world. It inspired future **democracies**. It sparked a movement to end slavery. It inspired women to fight for their rights. Change was on the horizon for the world at large.

French citizens revolt during the French Revolution.





# Code It!

During the American Revolution, spies were used by both sides to gather secret information. This helped them plan their next move. Spies used many tricks and codes.

Imagine you are a spy during the war. You need to share important information with General George Washington. Create a secret code that you can use to hide the information. Then, write a letter to Washington using your code.

Give your letter and your code to a friend. See if he or she can decode your message!

This cipher alphabet was used by Patriots to send messages during the American Revolution.

a	*	j	^	s	6
b	#	k	v	t	8
c	+	l	##	u	E
d	≠	m	4	v	9
e	7	n	o	w	X
f	L	o	E	x	Δ
g	#	p	∞	y	v
h	#	q	Z	z	α
i	!	r	σ	&	=

An American woman serves tea to gather information from a British officer.



# Glossary

**alliance**—a relationship in which people agree to work together

**ammunition**—bullets and shells that are shot from weapons

**awakening**—becoming aware of something

**barricades**—temporary walls, fences, or similar structures that are built to prevent people from entering a place or area

**bayonets**—long knives that are attached to the end of rifles and are often used as weapons in battle

**casualties**—people who are hurt or killed during an accident or war

**Continental Congress**—meeting of colonial leaders to decide how to deal with Great Britain and to decide on laws

**democracies**—forms of government in which people choose leaders by voting

**enterprise**—a project or activity that involves many people and that is often difficult

**fortifications**—military structures built for defense to protect against enemy attacks

**inevitable**—something that is impossible to avoid or that is sure to happen

**latrines**—outdoor toilets that are usually holes dug in the ground

**mechanism**—a piece of machinery

**militias**—groups of regular citizens trained in military combat and willing to fight and defend their country

**Patriots**—people who supported American independence from Great Britain

**Prussia**—a former kingdom that is known today as Germany

**reinforcements**—people and supplies that are sent to help an army or military force

**retreated**—moved away from an enemy because the enemy is winning or has won the battle

**traitorous**—relating to the act of betraying one's own country by helping an enemy

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# Your Turn!

TO ALL BRAVE, HEALTHY, ABLE BODIED, AND WELL  
DISPOSED YOUNG MEN,  
IN THIS NEIGHBOURHOOD, WHO HAVE ANY INCLINATION TO JOIN THE TROOPS,  
NOW RAISING UNDER  
GENERAL WASHINGTON,  
FOR THE DEFENCE OF THE  
LIBERTIES AND INDEPENDENCE  
OF THE UNITED STATES,  
*Against the hostile design of foreign enemies,*

## TAKE NOTICE,



## Join Now!

This is a poster from the American Revolution. It urges men to join the Continental army to help the United States win the war. Create your own poster. Try to convince people to either join the Patriot cause or to stay loyal to the British. Which side will you choose?

# Read and Respond

1. What event marked the turning point in the American Revolution?
2. How did the French help the Americans win the American Revolution?
3. Use toys or other small items to recreate the blockade around General Cornwallis.
4. What strategies did the American army use that were effective against the British?
5. What do you think the British could have done differently to win the war?
6. Create a comic strip about the American Revolution. Include major battles and decisions from the war.