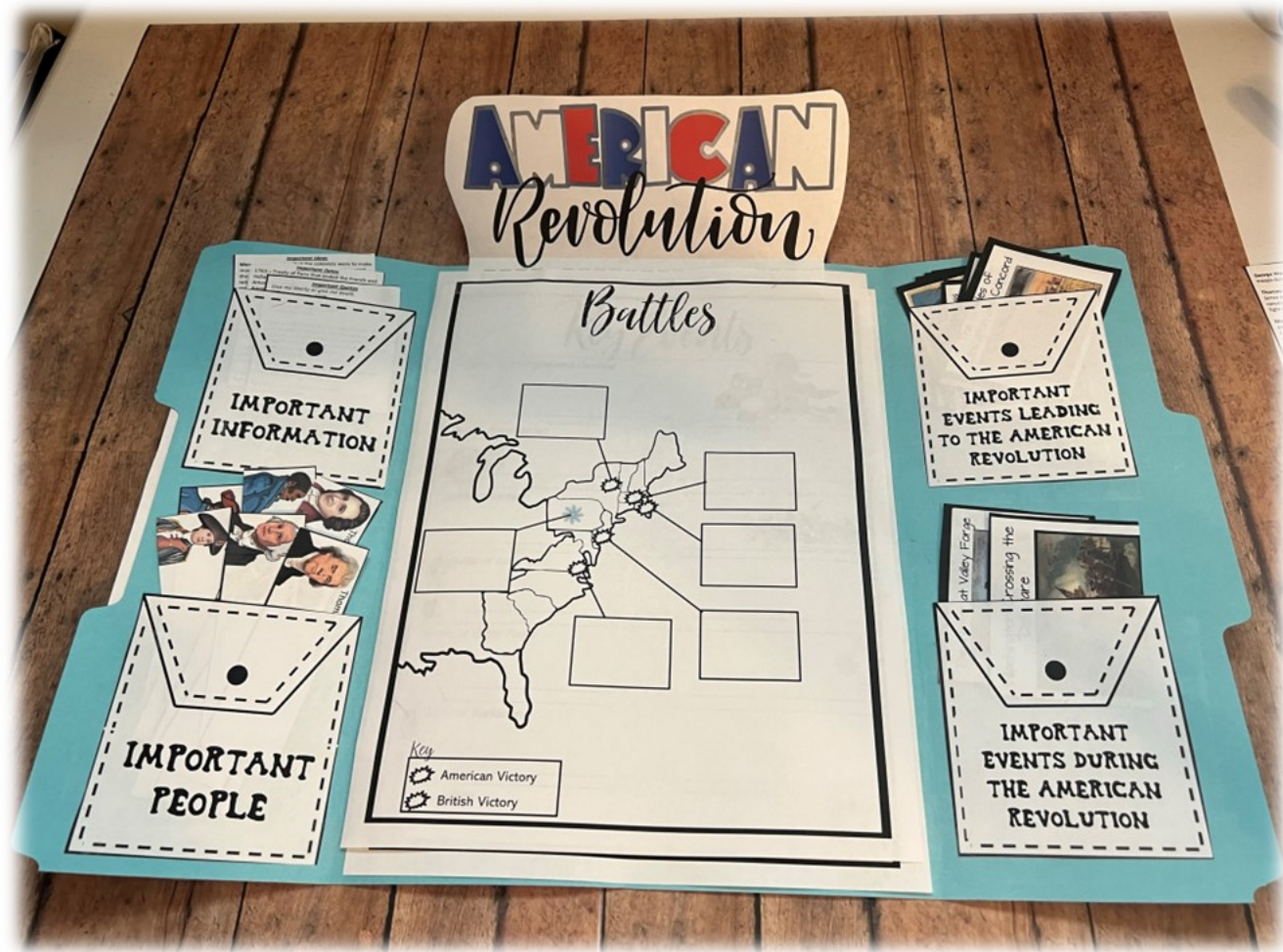


# American Revolution

Lap Book, Word Wall  
Terms, and  
Informational Text





# Directions

## Prior to the lesson –

- ☐ **Print the Word Wall terms, Lap Book template, and readings.** Each student will need their own copy of the lap book template. You can create a class set of the readings or give each student their own copies of the readings to highlight and annotate. The readings will also be available on Google Slides™ with the directions and link on a following page. Because this resource contains manipulatives, I recommend printing part of the lap book template on white cardstock. I have indicated the pages that need to be printed on card stock on the lap book.
- ☐ **Create a sample of the lap book.** You will want at least one lap book created so that you can model it for your students.
- ☐ **Gather your materials.** You will need folders, scissors, tape, and glue sticks for the lap book. I would also recommend Ziplock bags for any students who struggle with organization.
- ☐ **Post the Word Wall terms** in the front of your room. Please note, the vocabulary for this era is extensive! Only post and review the vocabulary terms needed for the topic each day.
- ☐ **Pace out the resources.** What days are you teaching each topic? The readings are designed to fully cover all of the standards, but you will want to break up the readings with different reading strategies (I have included a few for you) and video clips. Choose the vocabulary terms that your students will need for each lesson, and plan for quick vocabulary instruction.

## Day of the lesson –

1. Share with your students the purpose of this lesson. It is designed for your students to learn about the American Revolution.
2. Create the **lap book** with your students. (The directions are on a following page). If this is the first time you have created a lap book, it may take over ½ an hour. You can save time by precutting the pages in advance.
3. Use the **Word Wall** images to teach the vocabulary at the beginning of each topic. Be sure to pronounce each term for your students. You can write the definitions on the term itself (if it is laminated) or write the definition next to the term on your white board.
4. Use the **readings** to teach the content. I would recommend choosing different strategies – I have included a few for you to look at in this resource.
5. After your students have finished a reading, have them complete the corresponding section in their lapbook.
6. **Use the manipulatives** to increase engagement and constantly review during the unit. For example, once you have finished learning about all of the events leading to the American Revolution, you can:
  - have your students place them in chronological order,
  - rank from most important to least important,
  - place the people cards next to each event they are associated with, and/or
  - ask comprehension questions and have your students hold up the cards that answer your question.





# Directions

Be sure to follow these important directions if you want to allow your students to complete this activity using Google Slides™.

Click on this link below from your Google Drive™ –

[American Revolution Readings](#)

You will be directed to a page in your Google™ account that will ask if you would like to copy the document. Once you make a copy, you will be able to manipulate parts of the activity before you assign it to your students. The individual pages are locked images, but you will be able to delete or add any slides you wish. Once you are ready to go, assign the activity to your students. When assigning in Google Classroom™, be sure to select "Make a Copy for Each Student" to ensure that each student has their own assignment to work on individually.

Enjoy!

*Dawn*





# How to make a Lap Book



Open a standard size folder and lay it flat.



Fold the right side toward the center. Crease at the fold.



Fold the left side toward the center – and crease again. You can use the edge of the scissors to help create a tight crease.



Cut the Events Leading to the American Revolution handout in half. Glue each  $\frac{1}{2}$  on an outside flap.



Cut out each of the pockets. Tape them on the sides of the lap book. Only place the tape on the bottom and two sides of each pocket.



Cut the American Revolution title. Be sure to leave a portion to glue to the top of the folder.



Glue in the Key Events in the center of your lapbook on top of the 13 Colonies title. Place it as far down on the folder as you can.



Tape the Battles map on top of the events. Only place one piece of tape at the top so this page can lift up.



Glue the Declaration of Independence on the back.



Choose the information you want your students to use for the inside pockets. Print those copies and have your students cut out and place in each pocket. Please note, there are two different versions for all of the people included in the American Revolution.



# Reading Strategies

DESIGNED TO SUPPORT INSTRUCTION

# Annolighting

## What is it?

Annolighting a text combines effective highlighting with marginal annotations that help to explain the highlighted words and phrases.

## How does it work?

1. Choose a focus for the highlighting. Create a prompt that focuses students on clearly targeted content in a text. (Example: "Annolight any part of the passage that shows how a conflict might develop between Britain and the Colonies.")
2. Students highlight the targeted information. They use a "telegraphic" approach, highlighting only the words that are essential to address the focus of the prompt.
3. Students annotate their highlights in the margins. The annotation is a brief explanation of why they selected that specific portion of the text to highlight. Students' annotations should be clearly related to the purpose/prompt set by the teacher at the beginning of the lesson.
4. Provide an opportunity for students to check their work and share with others.

## Why use it?

Because of the content-related prompt, annolighting focuses student thinking on the lesson's "big ideas". It serves as a note taking format that engages students with content without a lot of writing.

## Example:

Annolight any part of the passage that shows how a conflict might develop between Britain and the Colonies.

They shared a history and a goal.

They are used to independence.

### The Proclamation of 1763

During the French and Indian War, Britain and the colonies fought side by side. However, when the war ended, problems arose. Britain wanted to govern its 13 colonies and the territories gained in the war in a uniform way. So, the British Parliament in London imposed new laws and restrictions. Previously, the colonies had been allowed to develop largely on their own. The British government simply let the colonists govern themselves with little to no interference. The new laws that were being passed made the colonists feel that their natural rights and freedoms

Ideals of a free government.



# Beat the Teacher

## What is it?

Beat the Teacher is an activity that helps students develop strong questioning skills that result in enhanced comprehension.

## How does it work?

1. Ask students to read a text selection carefully. When they finish, have them form pairs or small groups and write a list of questions that you, the teacher, will find difficult to answer.
2. While students are reading and developing questions, read the selection yourself and create a list of questions for students.
3. After you and the students are done creating questions, sit in front of the class and prepare to be peppered with questions.
4. Select a student to record both questions and answers so copies can be given to everyone after the activity.
5. To play the game, give each group a sequential number. Then:
  - ✓ Call on the first group and have them ask you a question.
  - ✓ If the group stumps you, the class earns a point. Call on the next group and have them ask you a question. You may not ask a question until you can correctly answer one of the students' questions.
  - ✓ If you answer correctly, give yourself a point and ask the next group a question. If the group you call on cannot correctly answer the question, you get a point. Students may not ask you a question until they can correctly answer one of your questions. (You may decide whether or not to continue to ask the same question after stumping a group of students for the first time.)

## Why use it?

This is a quick and easy way to engage students while focusing on reading comprehension.



# C-R-R

## What is it?

This is a reading strategy to help students focus on a reading with a partner.

## How does it work?

Follow these steps for COVER - READ - REPEAT.

1. Give students a selection of text and place them with a partner. Number your students in their partnership 1 and 2
2. All number one students are going to read the first paragraph of the text to their partner who is covering the paragraph on their own paper with their hand.
3. When the first partner finishes their paragraph, the second partner will verbally summarize what they have heard. If they need help, they can uncover the reading or ask their partner
4. Continue the process with each student having an opportunity to both read, and summarize the information that is being read.
5. Debrief each reading selection with the entire class.

## Why use it?

This strategy allows students to work together on a reading in a structured manner.





# Just One

**What is it?** Just One is an easy reading strategy that helps students focus on the main idea of a text.

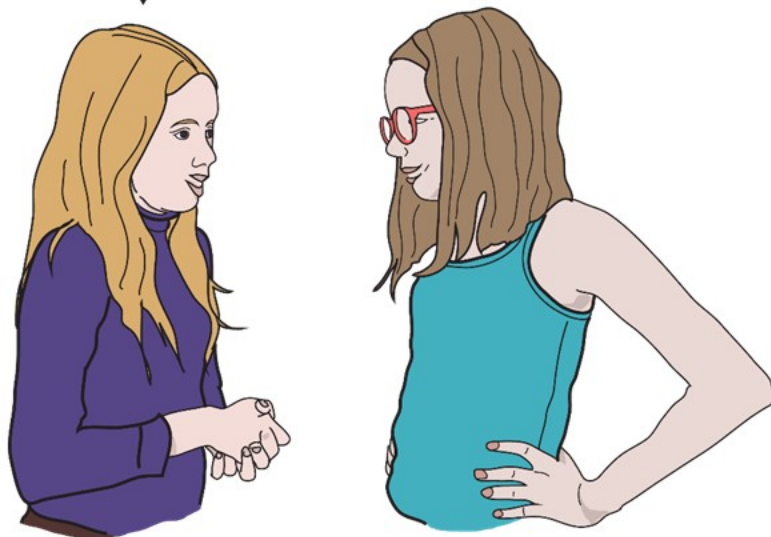
**How does it work?**

1. Assign students a short section of text to read - not longer than one page in length.
2. Allow students to read the text and ask them to look for the one most important sentence in the reading.
3. Ask students to highlight the one sentence they think is the most important, and be prepared to defend their thinking.
4. After everyone is finished, ask several students to share out their answer with the reason why they chose that sentence.

**Why use it?**

Students will reread a selection of text several times as they look for the one most important sentence, which is usually the main idea.

**My one  
sentence is...**



# WRAP

## What is it?

This is a reading strategy to help students focus on a reading with a partner.

## How does it work?

Follow these steps for WRAP - WHISPER, READ, ALTERNATING, PARAGRAPHS

1. Give students a selection of text and place them with a partner. Number your students in their partnership 1 and 2
2. All number one students are going to read the first paragraph of the text by whispering it to their partner.
3. When the first partner finishes their paragraph, the second partner whisper reads the next paragraph. This pattern will continue until they have read the entire selection.
4. Debrief each reading selection with the entire class.

## Why use it?

This strategy allows students to work together on a reading in a structured manner.





# Word Wall Terms

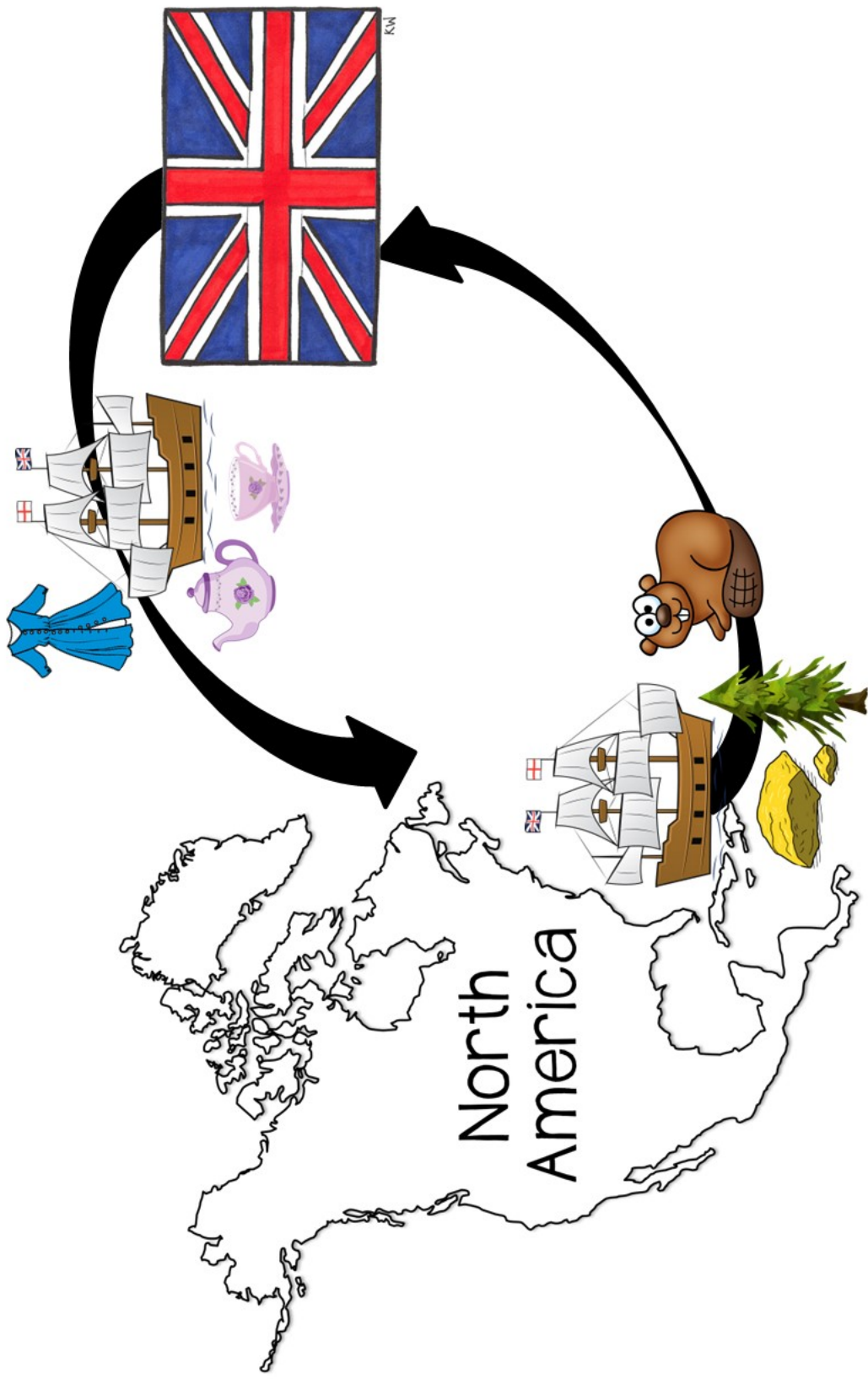
PRINT ONE SET OF THE TERMS

# Parliament

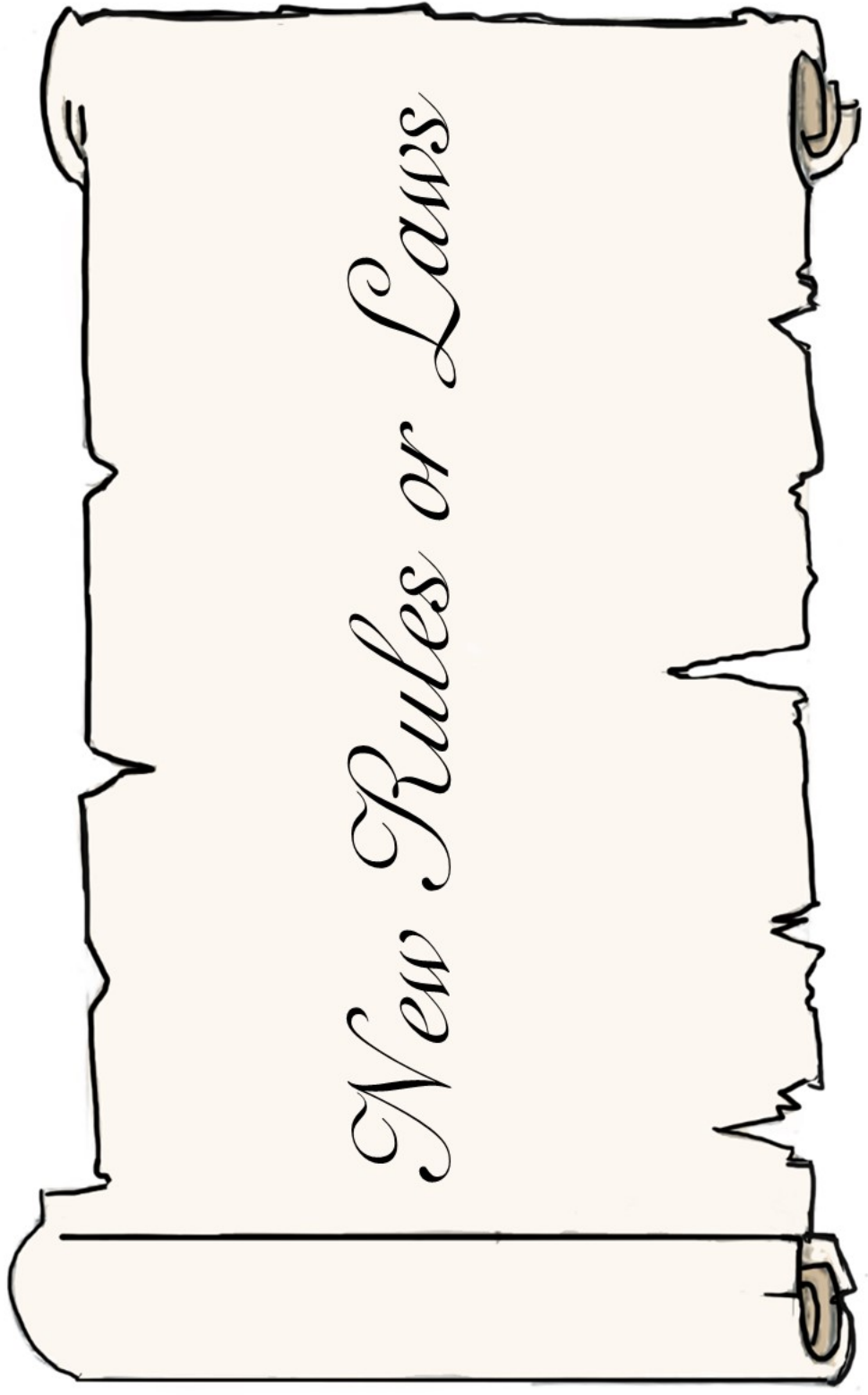




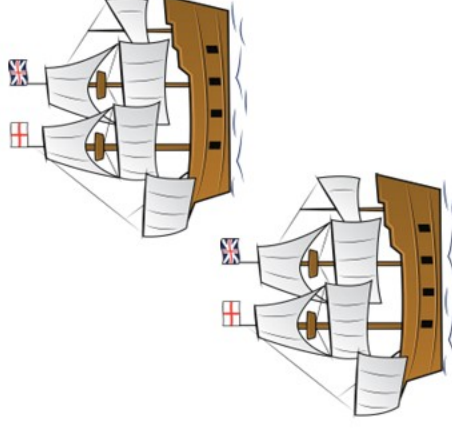
# mercantilism



# proclamation



# tariff





# act

New Rules or Laws



# grievance





# correspondence





# boycott



# Congresses



# civil disobedience

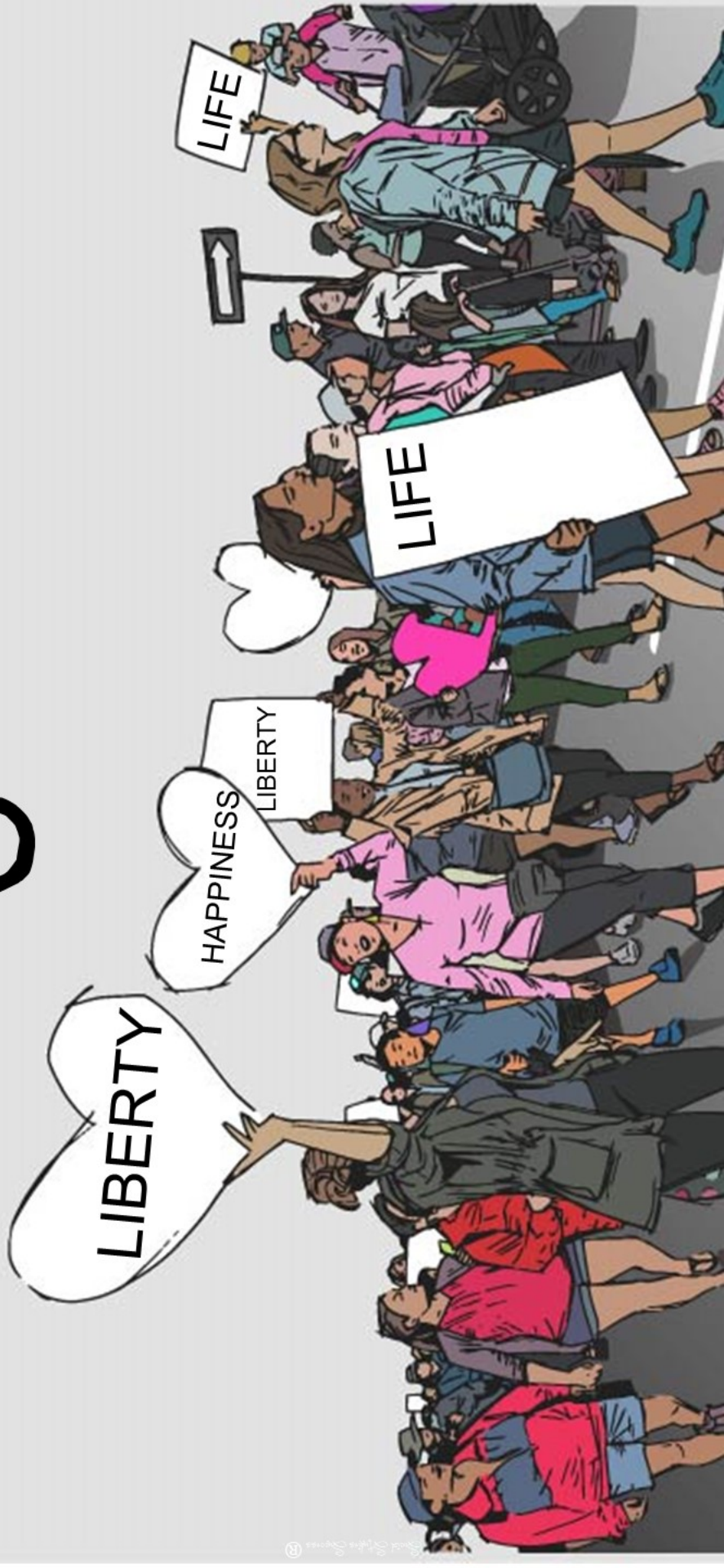




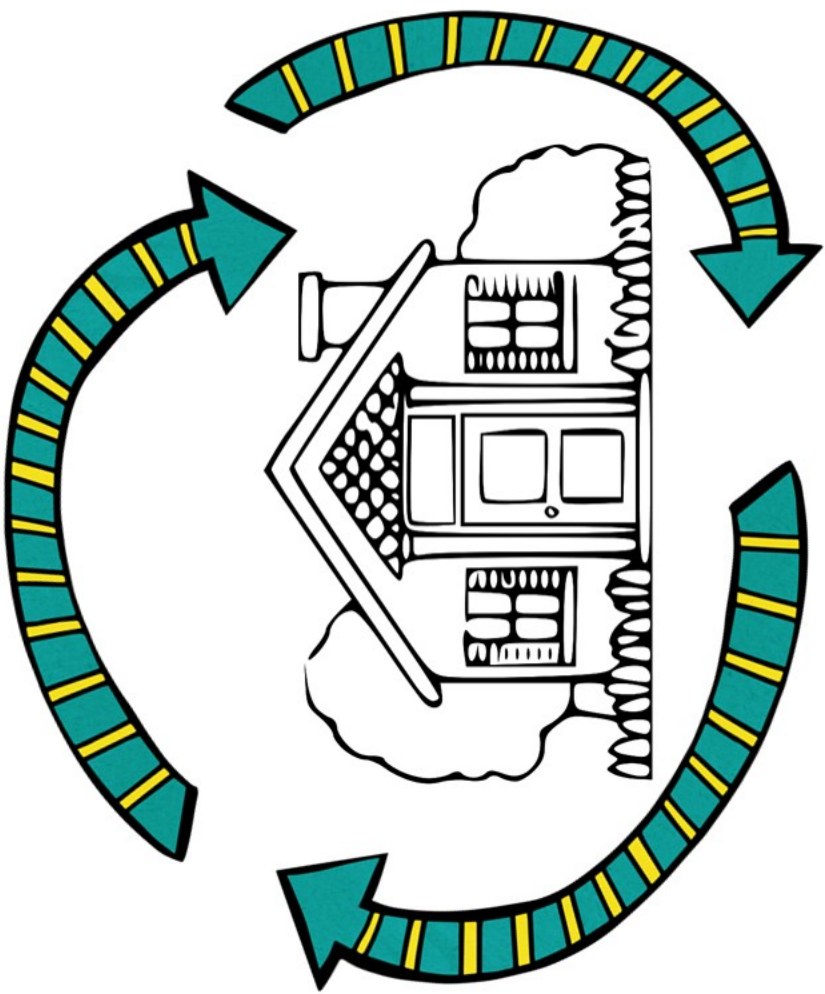
# militia



# Unalienable Rights



# side by side





# skirmish



# alliance

ally



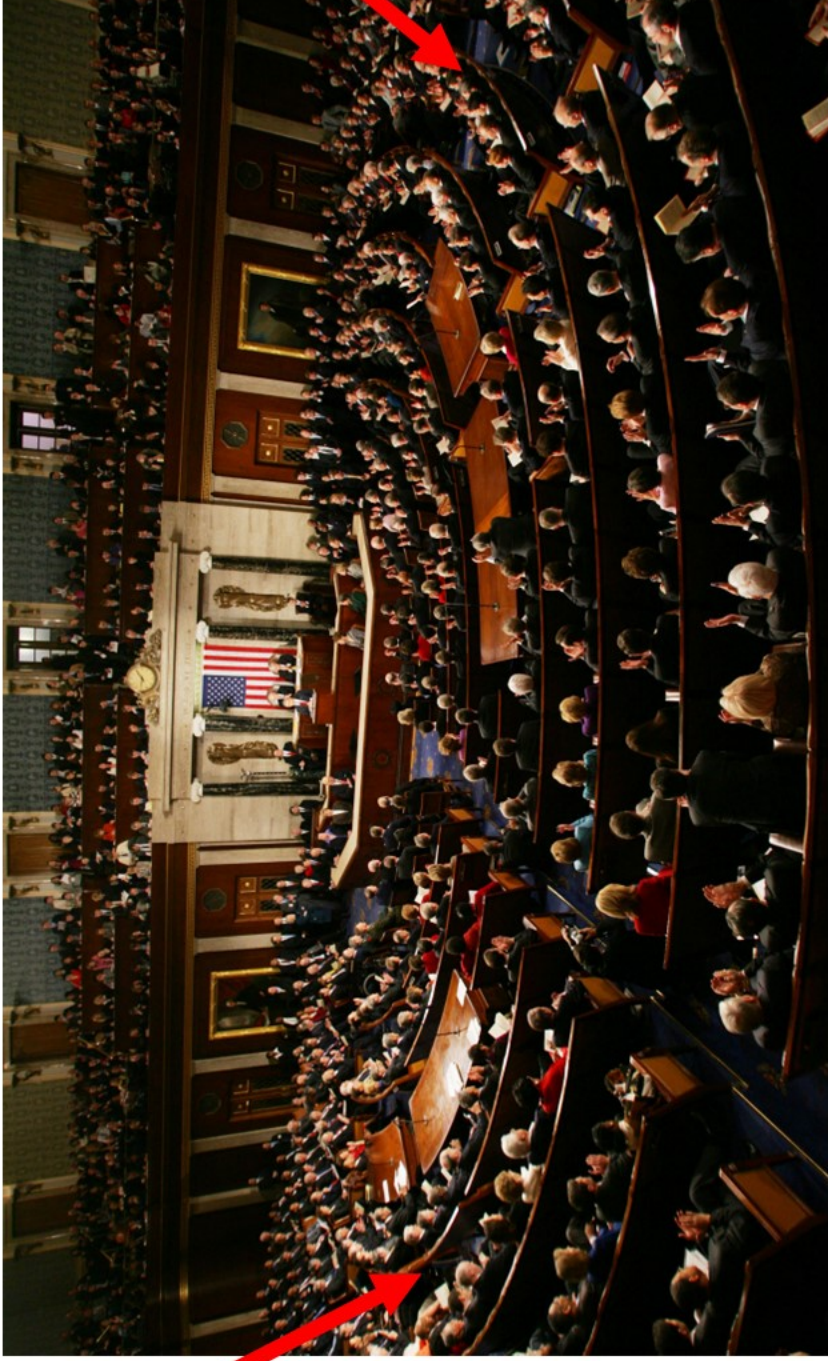


# Colonel





# delegates



# Patriot





# Loyalist





# treaty



# tyrant

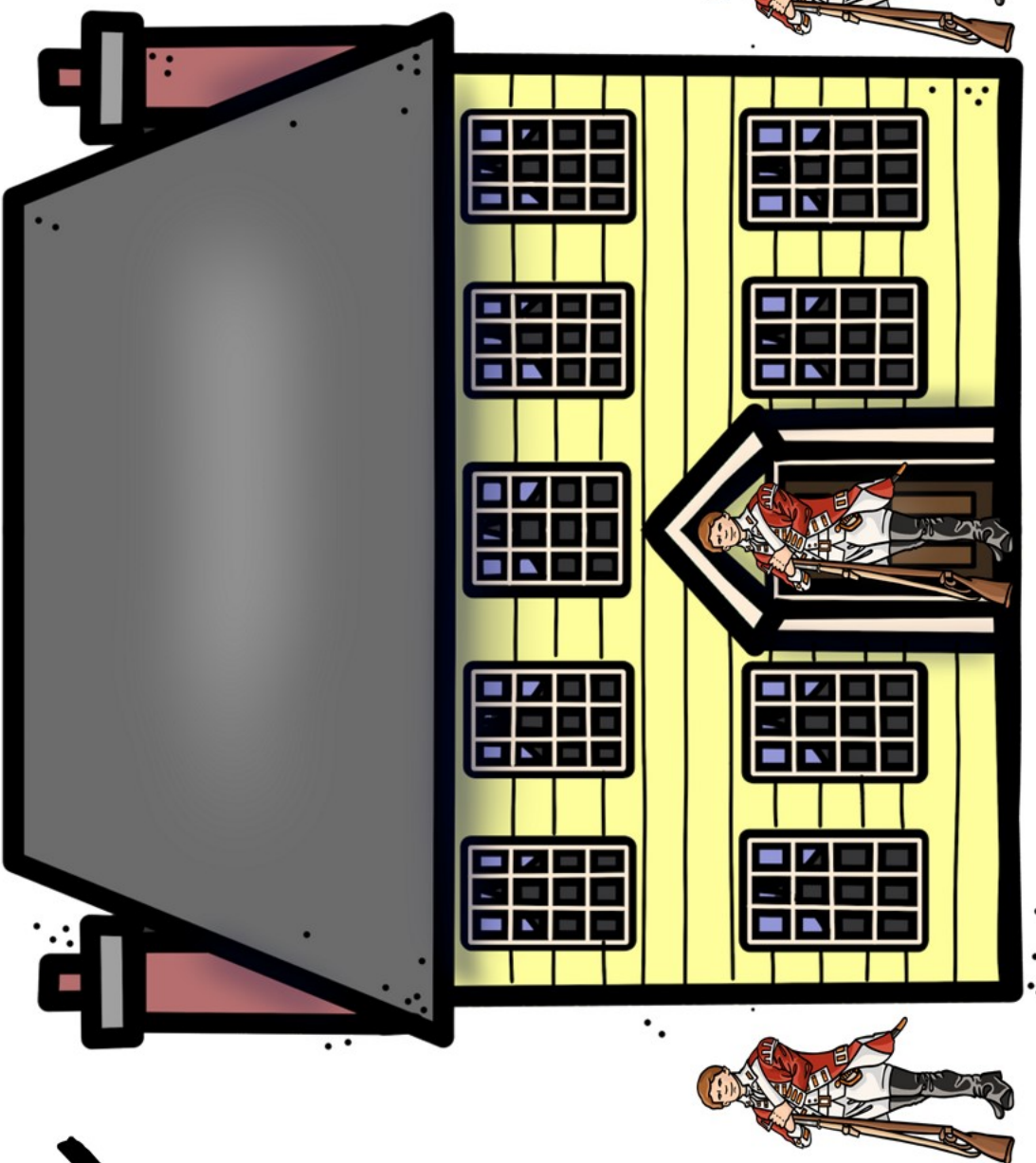


# monarchy

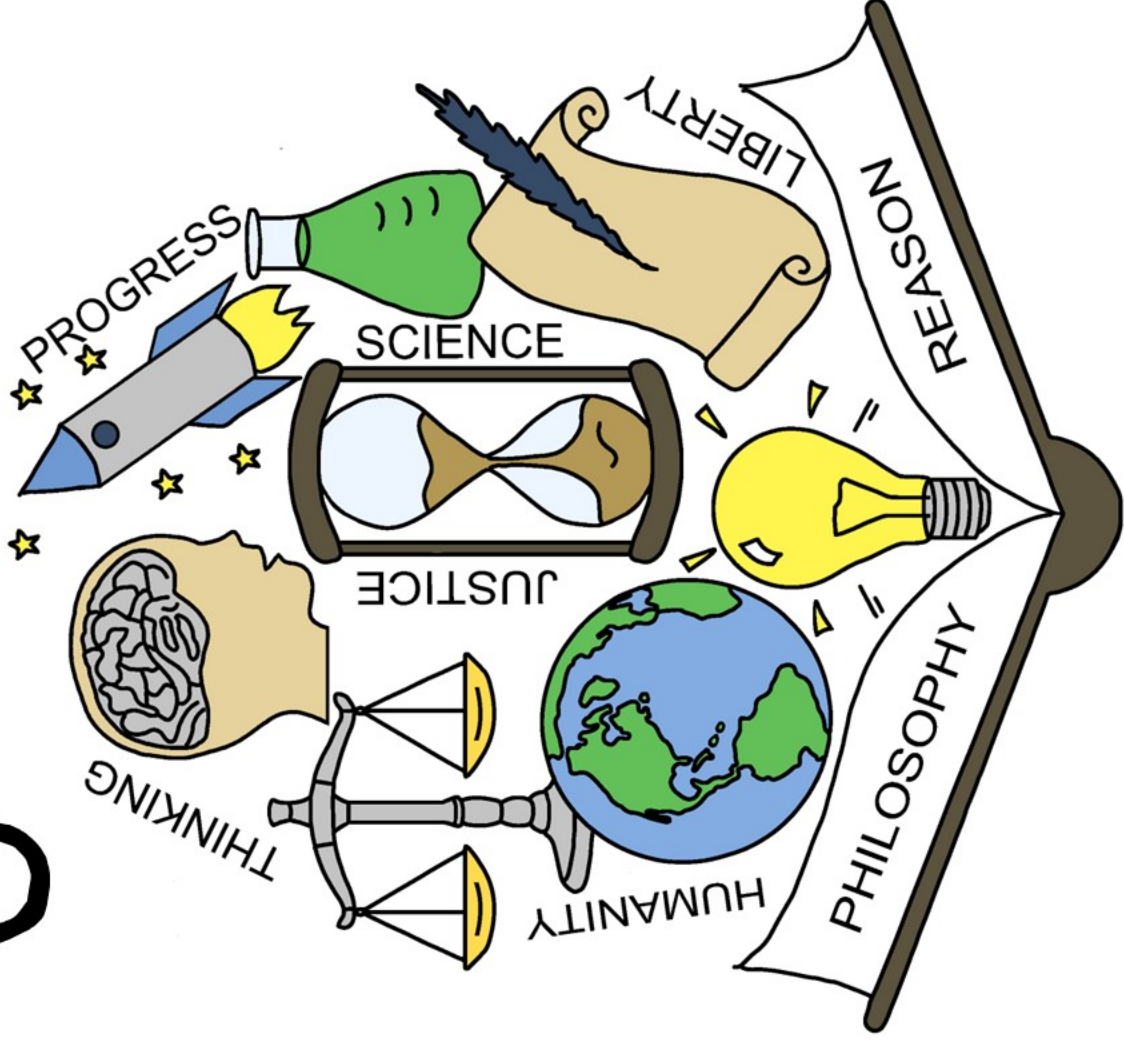




# quarterming



# Enlightenment

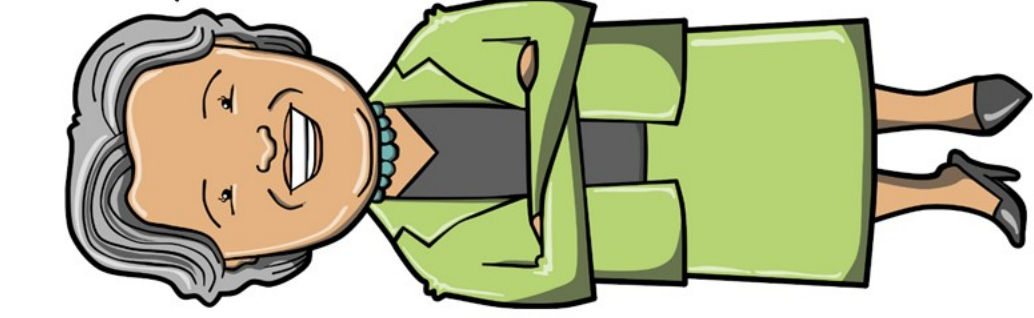
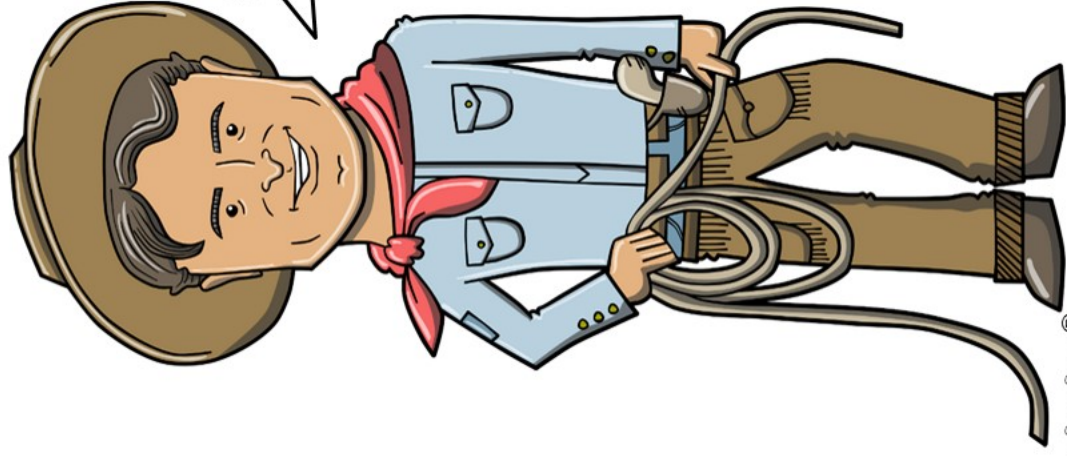


# molasses





# consent





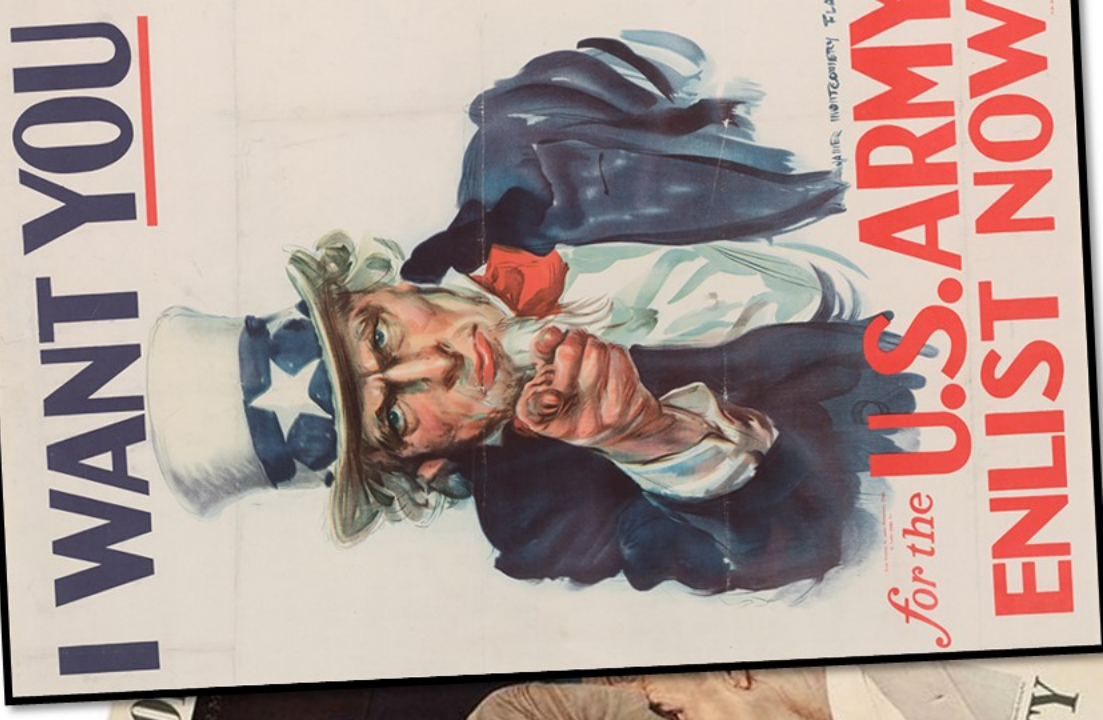
# massacre

## MASS MURDER

**POLICE LINE DO NOT CROSS**



# propaganda



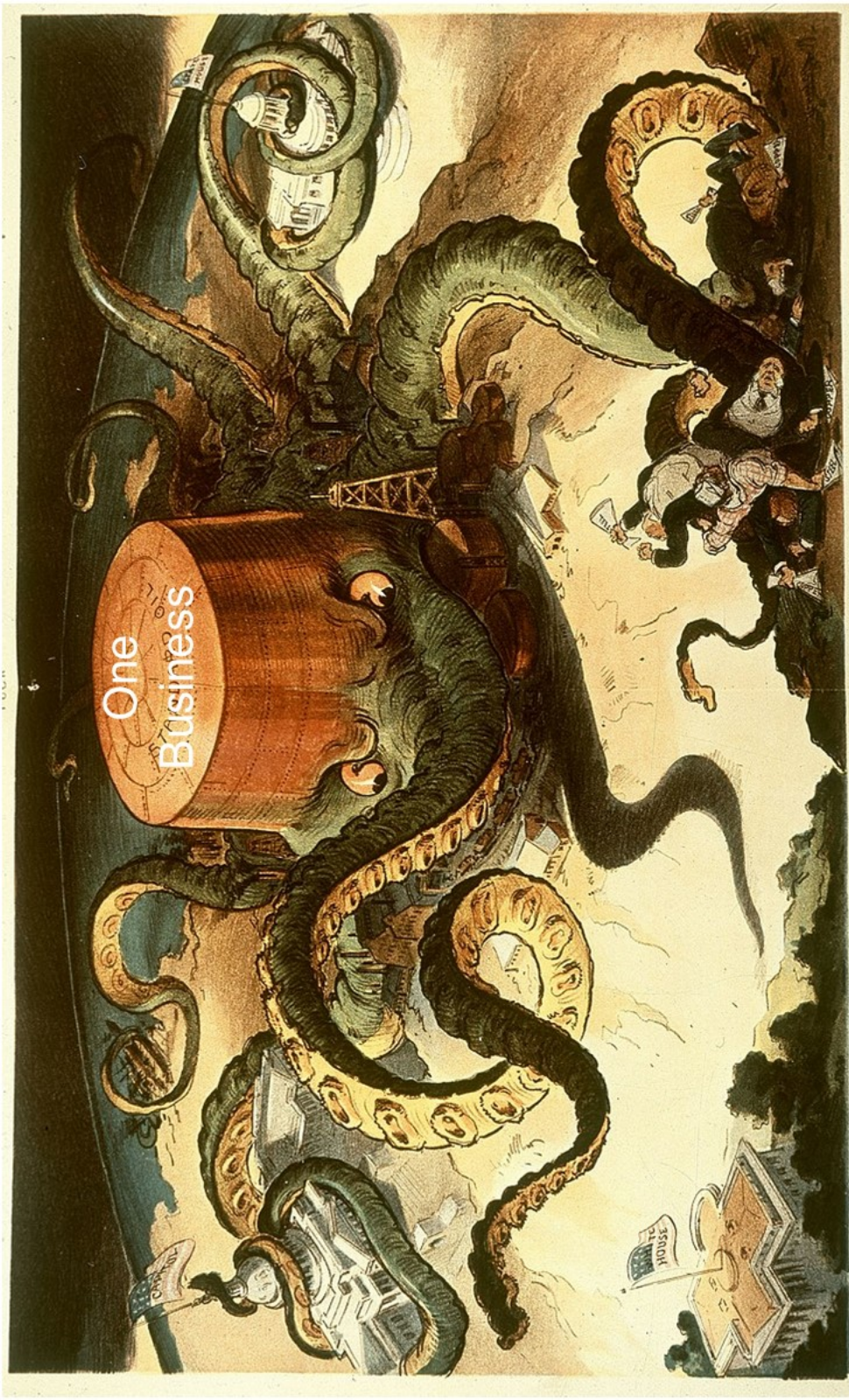


# acquitted





# monopoly





# mobilize





# pamphlet



# Commander-in- Chief

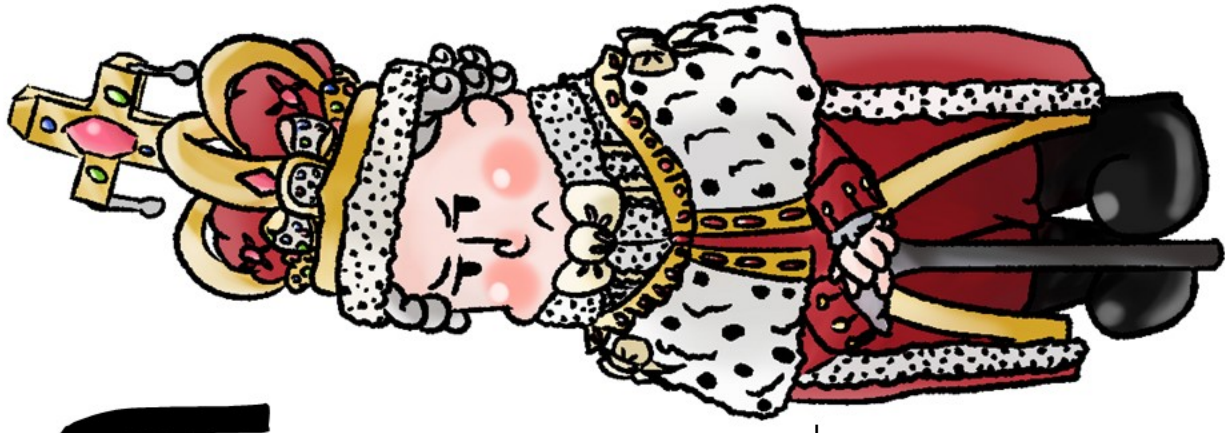


# traitor

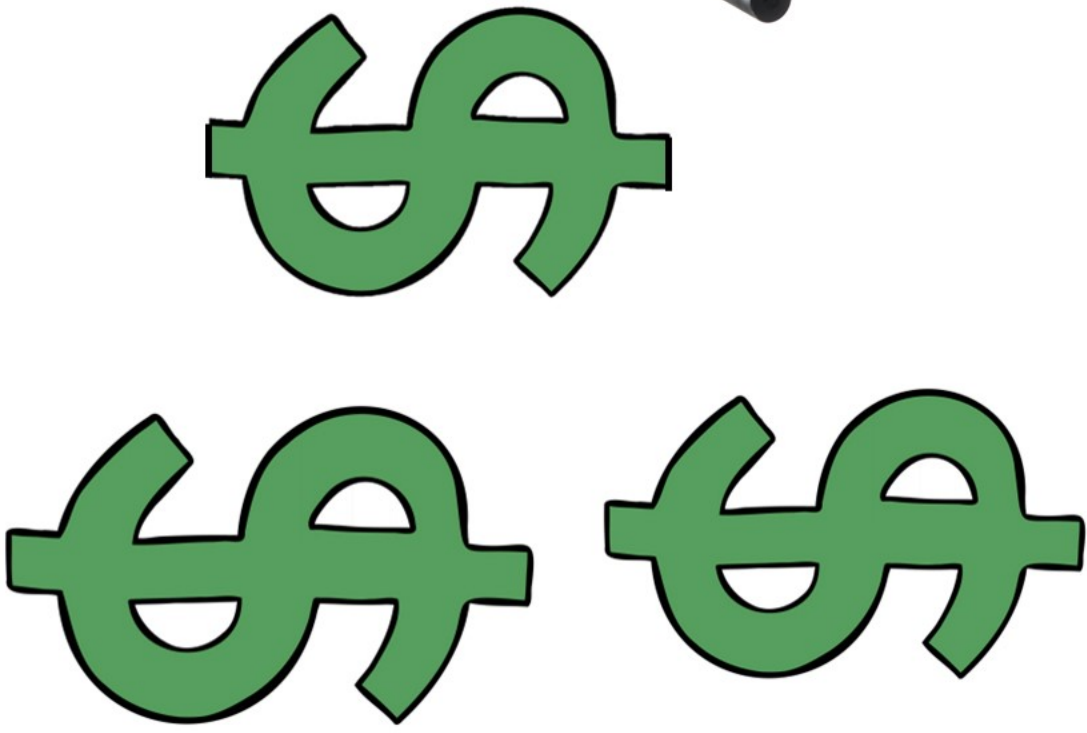




# nosser



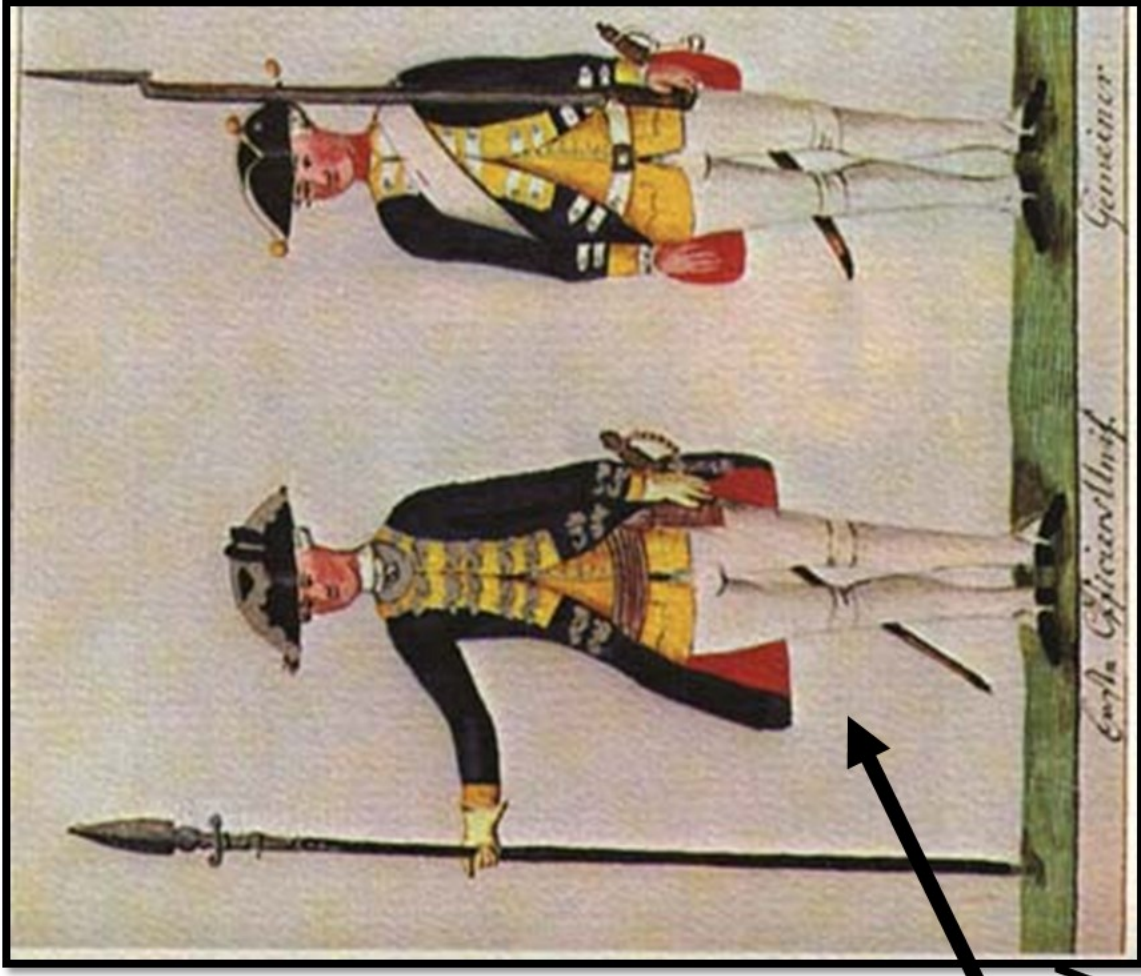
# mercenaries





# Hessians

\$\$\$



Germany



# regiment





# terrain





# guerilla warfare



# bayonet





# merchant



# negotiate

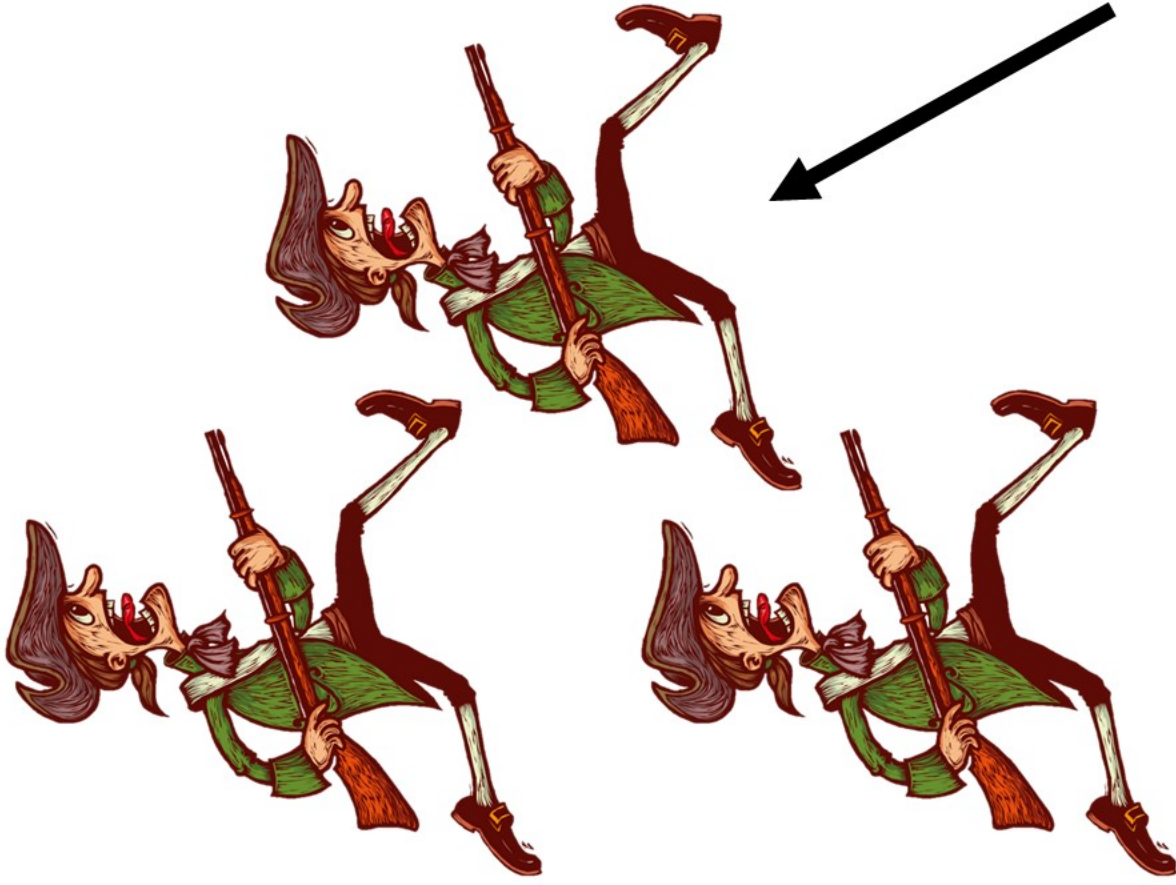




# mob



# reinforcement





# civil disobedience



# musket





# casualties



# Lap Book Template

PRINT ONE SET FOR EACH STUDENT



# Events Leading to the

The French and Indian War (1754-1763)



Proclamation of 1763



Good & Beautiful Designs®

The Quartering Act (1765)



The Stamp Act (1765)



The Townshend Acts (1767)



The Boston Massacre (1770)



# American Revolution

The Tea Act (1773)



The Boston Tea Party (1773)



Intolerable Acts (1774)



First Continental Congress (1774)



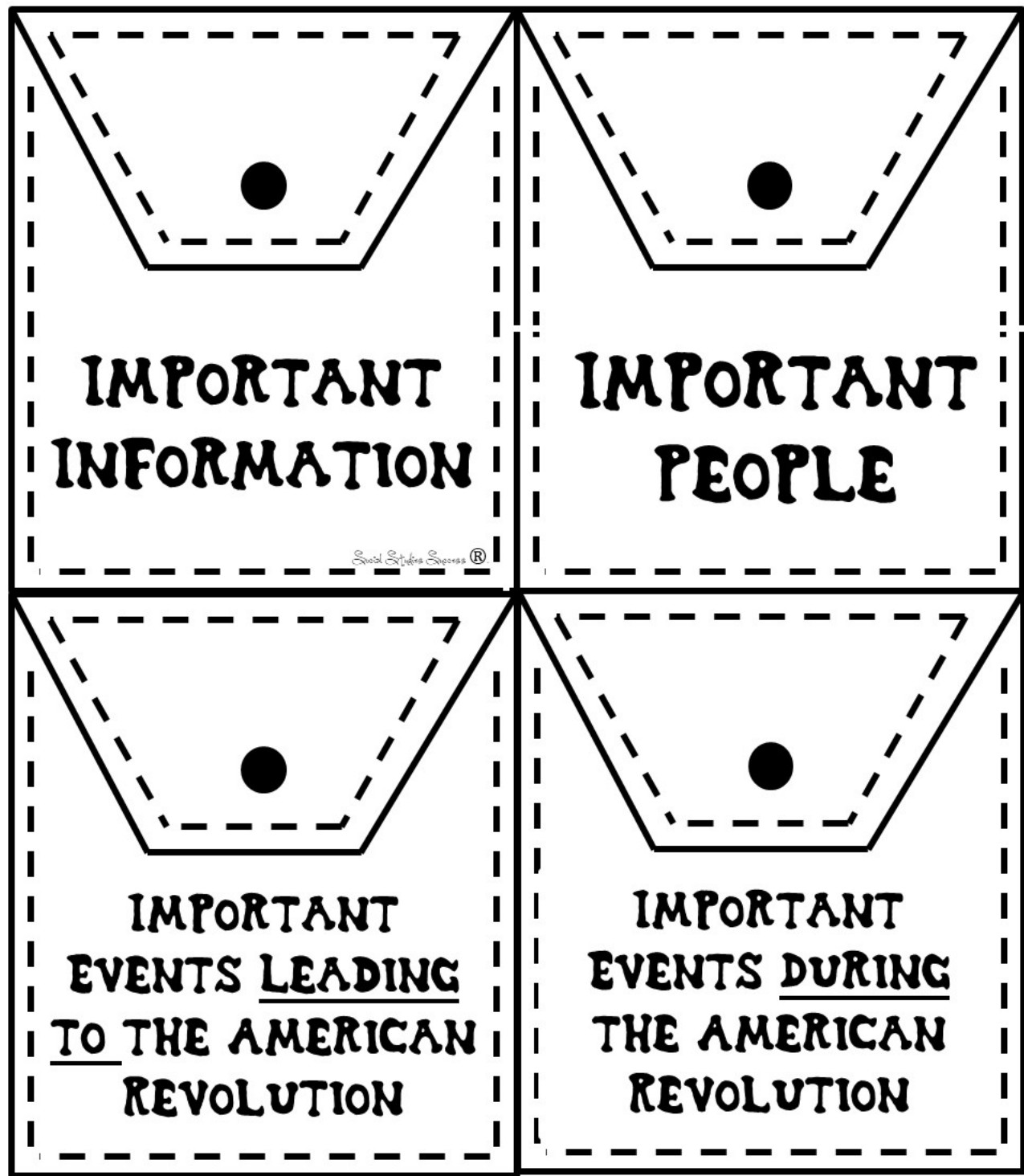
Battles of Lexington and Concord (1775)



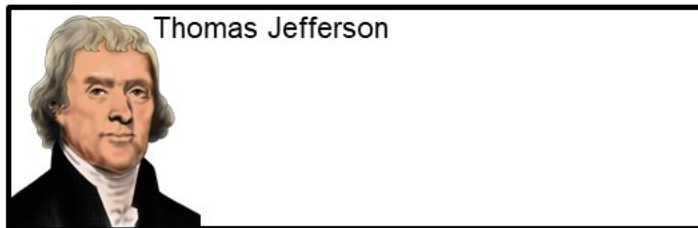
Second Continental Congress (1775-1776)

*The Declaration of Independence - July 4, 1776*

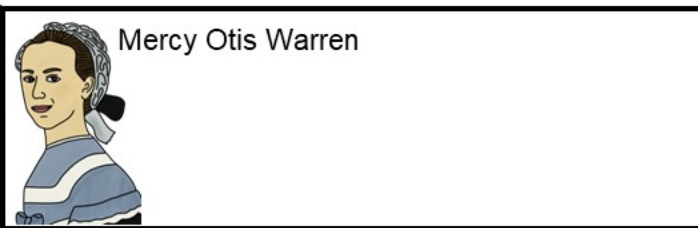
Directions – cut out each of these envelopes. Tape them to the lap book on the two sides and the bottom to make pockets.



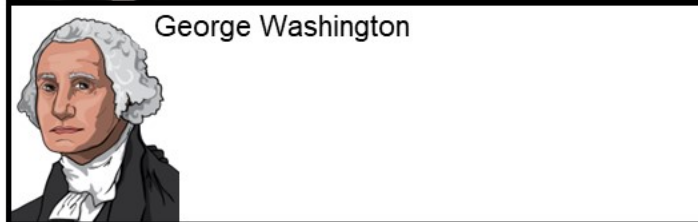




Thomas Jefferson



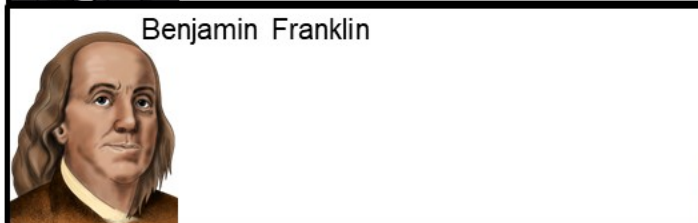
Mercy Otis Warren



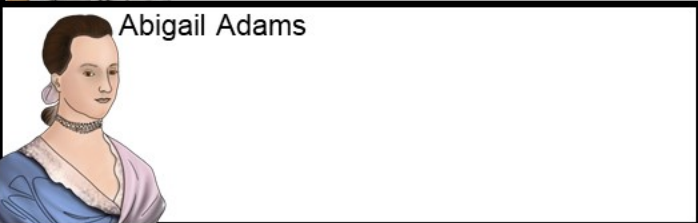
George Washington



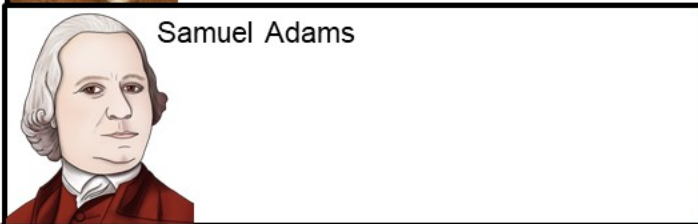
King George III



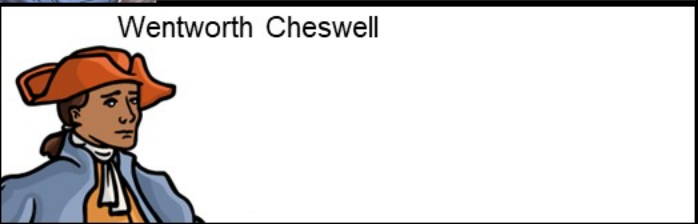
Benjamin Franklin



Abigail Adams



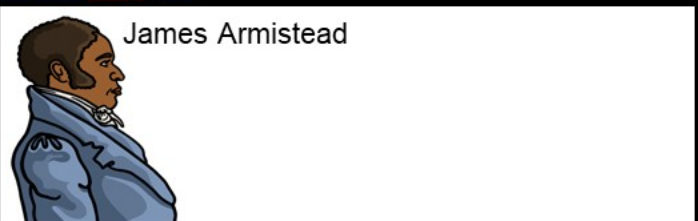
Samuel Adams



Wentworth Cheswell



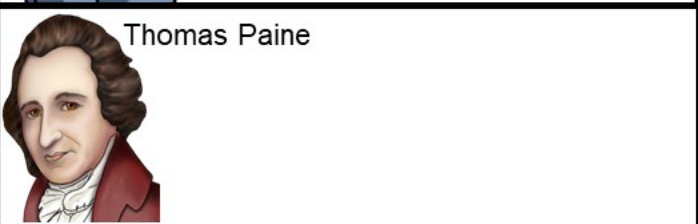
Patrick Henry



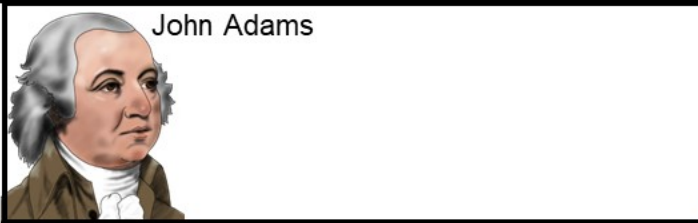
James Armistead



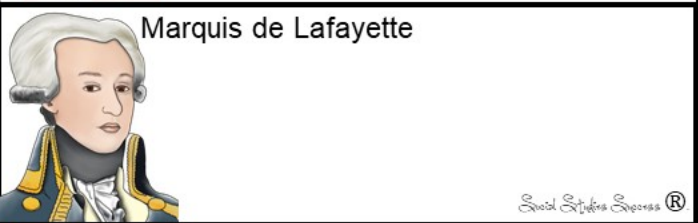
Crispus Attucks



Thomas Paine



John Adams

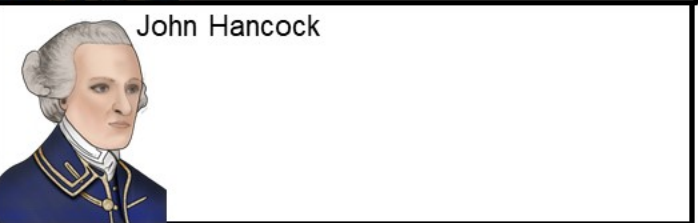


Marquis de Lafayette

*Social Studies Success*®



John Paul Jones



John Hancock

Directions – cut out each of these strips. Summarize the information and then place them in the pocket of the lap book to help you study the key information from the American Revolution.

PRINT ON WHITE CARDSTOCK



Alexander Hamilton



General Cornwallis



Paul Revere



Benedict Arnold



Patriots



Loyalists



Sons of Liberty

# AMERICAN Revolution

cut out the title flap. Glue this portion down at the top center of your lap book. Glue the Key Events down to create a stable base. Fold it over to create a pop-up title.



### Important People

**George Washington** – commanded the colonial troops during the American Revolution

**Thomas Paine** – wrote the pamphlets, *Common Sense* and the *American Crisis* to convince the common man to join the side of the Patriots and fight the British

**Marquis de Lafayette** – French nobleman who aided the Americans during the Revolution. Camped with Washington and his men during the winter at Valley Forge

**Patrick Henry** – patriotic speech which included, “Give me Liberty or give me Death!” persuaded others to join the Patriot cause

**Mercy Otis Warren** – convinced many people to fight in the American Revolution through her letters, poems, and plays.

**Founding Fathers** – individuals who played major role in declaring independence from England, fighting the Revolutionary War, or writing or adopting the Constitution (Sam Adams, George Washington, Paul Revere, Thomas Jefferson, Ben Franklin)

**John Adams** – defended the British soldiers at the trial for the Boston Massacre. Delegate at both the First and Second Continental Congress. Served on the Committee of Five to write the Declaration of Independence.

**Sons of Liberty** – a loosely organized, secret, sometimes violent, political organization created to advance the rights of the colonists and to fight taxation by the British government.

### Important People

**Samuel Adams** – member of the Sons of Liberty, organized the Boston Tea Party, and committees of correspondence to spread the patriot's cause

**Crispus Attucks** – One of the 5 men killed in the Boston Massacre, first African American and person to die in the Revolutionary War

**King George III** – King of England during the Revolutionary War. Considered to be a tyrant by the American colonists.

**Benjamin Franklin** – Franklin was sent to France during the Revolutionary War to try to convince the French to help the colonists fight the British, served on the Committee of Five

**Thomas Jefferson** – wrote the Declaration of Independence in 1776, served on the Committee of Five

**James Armistead** – a man who was born into slavery who fought for the American Revolution and served as a spy

**Abigail Adams** – told husband John Adams to ‘remember the ladies’, one of the first women to speak on women's rights

**Wentworth Cheswell** – rode with Paul Revere to warn of a British invasion. Served in the Continental Army at the Battle of Saratoga.

**John Paul Jones** – led the American navy during the revolution. Won important battles against the British

### Important Dates

**1763 – Proclamation of 1763** forbid American colonists to move west of the Appalachian Mountains

**1775** – “Shot heard ‘round the world” the **Battles of Lexington and Concord** that started the Revolutionary War

**1776 – Thomas Jefferson wrote the Declaration of Independence** which declared the 13 colonies independent from England

**1781 – Battle of Yorktown** – the last major battle of the Revolutionary War where Cornwallis surrenders to Washington

**1783 – Treaty of Paris** that ended the Revolutionary War

### Important Quotes

*Give me liberty or give me death.*

— Patrick Henry, 1775

*I have not yet begun to fight.*

— John Paul Jones

*These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman.*

— Thomas Paine

*Don't fire until you see the whites of their eyes.*

—Battle of Bunker Hill

*The shot heard 'round the world.*

—Battle of Lexington

### Causes of the American Revolution

**Mercantilism** – Idea that the colonists were to make money for England. Colonies were forced to send their raw materials such as timber, cotton and tobacco to England so England could manufacture goods from those raw materials and sell them back to the colonies. England did not allow the colonies to sell their goods to anyone else but England. England did not allow the colonies to buy manufactured goods from anyone else but England. This is mercantilism

**No Taxation without Representation** – American colonists were angry that they were being taxed by the British government without having a say in the British legislature.

**Salutary Neglect** was a British policy of ignoring of colonial trade laws in the American colonies during the late seventeenth and early eighteenth centuries. The policy was based on the idea that the colonies would be more prosperous and loyal to Britain if they were allowed to govern themselves and trade freely. For years, the British government had ignored what was happening in the British colonies.

Scissors & Glue®

PRINT ON WHITE CARDSTOCK

Directions – cut out each of these strips. Place them in the pockets of the lap book to help you study the key information from the American Revolution.

## The French and Indian War



## The Stamp Act



## The Proclamation of 1763



## The Quartering Act



## The Townshend Acts



## The Boston Massacre



## The Tea Act



## The Boston Tea Party



Directions – cut out each of these pictures. Place them in the pockets of the lap book to help you study the key information from the American Revolution.



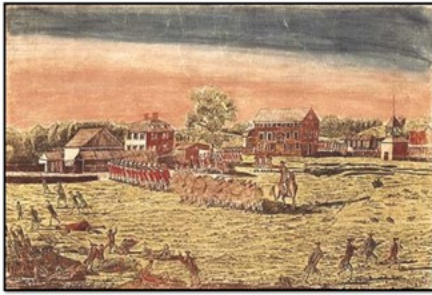
## The Declaration of Independence



## Second Continental Congress



## The Battles of Lexington and Concord



## First Continental Congress



## The Intolerable Acts



Directions – cut out each of these pictures. Place them in the pockets of the lap book to help you study the key information from the American Revolution.



## The Battle of Bunker Hill



## The Winter at Valley Forge



## Washington Crossing the Delaware



## British surrender after the Battle of Saratoga



## The Treaty of Paris



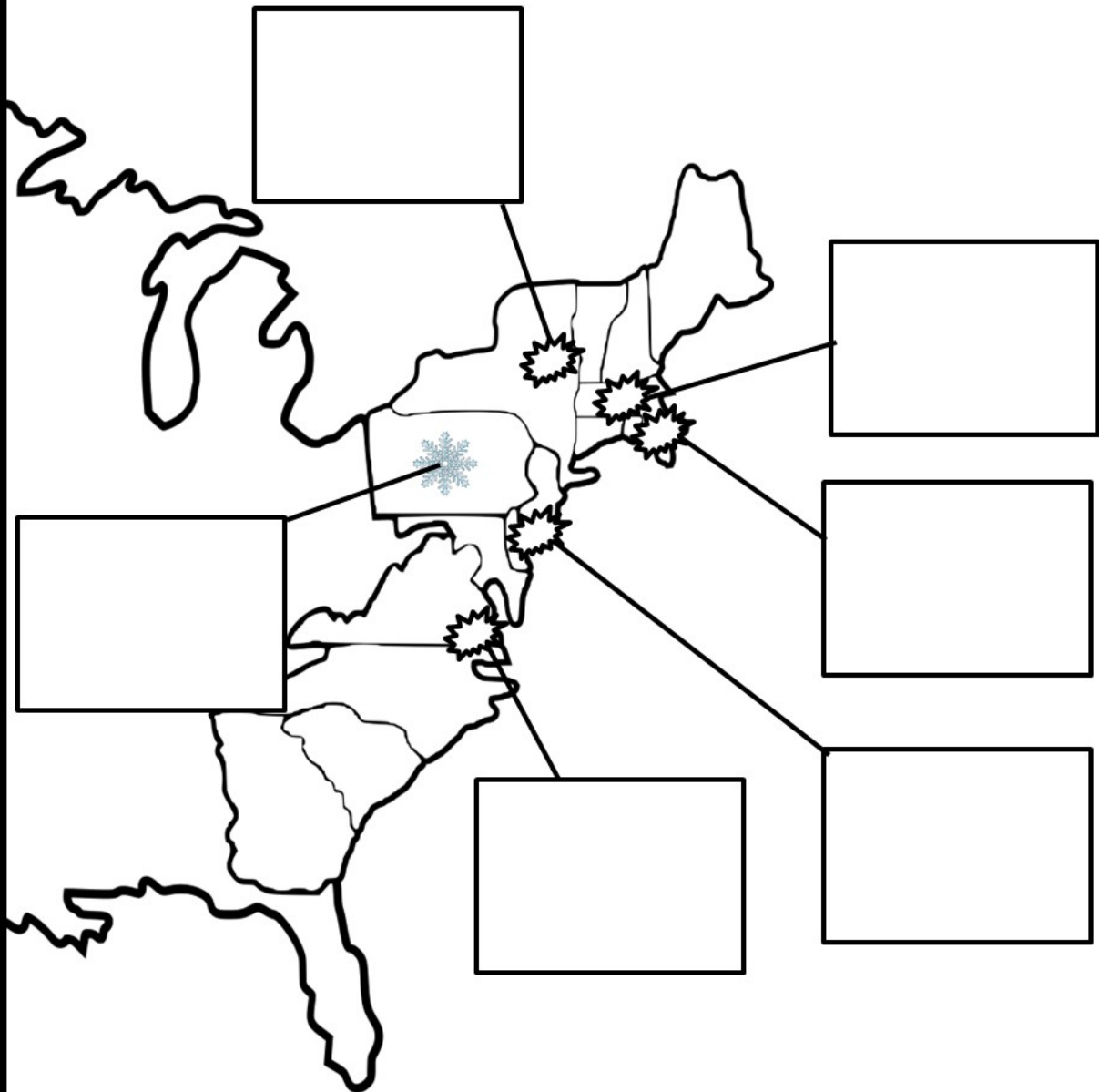
## British surrender after the Battle of Yorktown



Directions – cut out each of these pictures. Place them in the pockets of the lap book to help you study the key information from the American Revolution.



# Battles



Key



American Victory



British Victory

# Key Events

*Battle of Bunker Hill – June 17, 1775*



*Battle of Trenton – December 26, 1776*



*Battle of Saratoga – September – October 1777*



*Winter at Valley Forge – 1777-1778*



*Battle of Yorktown – September 28 – October 19, 1781*



*Treaty of Paris – September 3, 1783*





# The Declaration of Independence

Written by -

Date-



*The unanimous Declaration of the thirteen united States of America,  
When in the Course of human events, it becomes necessary for one people  
to dissolve the political bands which have connected them with another, and  
to assume among the powers of the earth, the separate and equal station to  
which the Laws of Nature and of Nature's God entitle them, a decent respect  
to the opinions of mankind requires that they should declare the causes  
which impel them to the separation.*

*We hold these truths to be self-evident, that all men are created equal, that  
they are endowed by their Creator with certain unalienable Rights, that  
among these are Life, Liberty and the pursuit of Happiness.--That to secure  
these rights, Governments are instituted among Men, deriving their just  
powers from the consent of the governed, --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, laying its  
foundation on such principles and organizing its powers in such form, as to  
them shall seem most likely to effect their Safety and Happiness.*

## Grievances

*We, therefore, the Representatives of the united States of America, in  
General Congress, Assembled, appealing to the Supreme Judge of the world  
for the rectitude of our intentions, do, in the Name, and by Authority of the  
good People of these Colonies, solemnly publish and declare, That these  
United Colonies are, and of Right ought to be Free and Independent States;  
that they are Absolved from all Allegiance to the British Crown, and that all  
political connection between them and the State of Great Britain, is and  
ought to be totally dissolved; and that as Free and Independent States, they  
have full Power to levy War, conclude Peace, contract Alliances, establish  
Commerce, and to do all other Acts and Things which Independent States  
may of right do. And for the support of this Declaration, with a firm reliance  
on the protection of divine Providence, we mutually pledge to each other  
our Lives, our Fortunes and our sacred Honor.*



# Events Leading to the American Revolution Readings





# The French and Indian War

One of the first causes of the American Revolution was the debt left from the **French and Indian War**. This war, also called the Seven Years War, was fought between France and Great Britain. Tension had existed for hundreds of years between the English and the French, and the French expansion into territory claimed by the English in the Ohio River valley sparked this war.

The border between French and British territory was not well defined or guarded, and one disputed area was the upper Ohio River valley. The French had built several forts in this region to control the territory. In 1754, British colonial forces, led by a young Lieutenant **Colonel George Washington**, attempted to push the French out of the area. In a small **skirmish** outside of Fort Necessity, Washington's troops were defeated, leading to a French victory. This battle would be the only time Washington surrendered to an enemy.

Washington was only 21 at the time, but this first battle would impact events around the world. George Washington sat down and wrote a detailed account of his journey to the Ohio Valley and a description of all that he had seen. The *Journal of Major George Washington* was published in various newspapers in both Great Britain and America. The journal not only helped to inform the American and British populations of the growing French threat in the Ohio River Valley, but also made young George Washington a celebrity on both sides of the Atlantic. When news of Washington's failure in battle reached the British Prime Minister, the government officially declared war against the French in 1756.

The French and Indian War placed France, French colonists, and their Native American **allies** against Great Britain, the American colonists, and the Iroquois Confederacy, which controlled parts of northern Pennsylvania. The war did not begin well for the British. The British Government sent leaders that upset potential Native American allies and angered colonists. The war in North America settled into a stalemate for the next several years, while multiple battles occurred around the world. The tide turned in 1757 because William Pitt, the new British leader, saw the colonial conflicts as the key to building a large British empire. He borrowed heavily to finance the war.



The British lost many of the early battles in the French and Indian War.

On February 10, 1763, over two years after the fighting had ended in North America, the war officially ended with the signing of the Treaty of Paris. Great Britain gained vast amounts of territory in North America from the treaty, including Canada and Florida. The American colonists were excited when they heard the results of the *Treaty of Paris*. For nearly a century they had lived in fear of the French colonists and their Native American allies. Now France's influence on the continent had been pushed out and they could hope to live out their lives in peace without relying on Britain's protection.

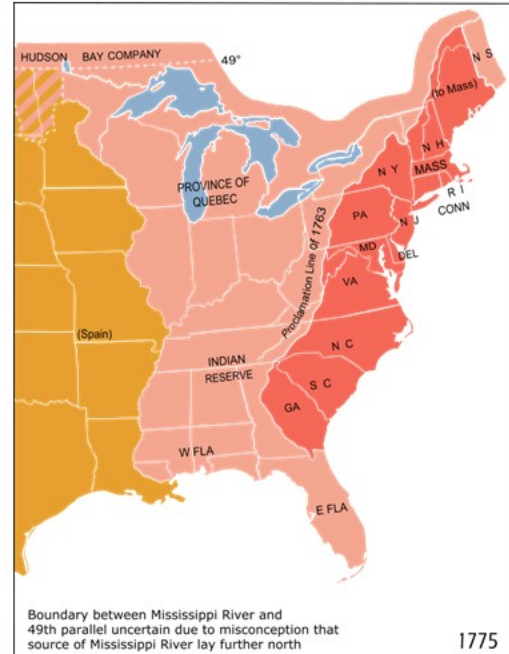
Unfortunately for Great Britain, this victory would come at a great cost. The French and Indian War had been extremely expensive, and the British government's attempts to impose taxes on colonists to help cover these expenses resulted in increasing anger. In the years that followed, the British government passed taxes in order to pay off the massive debt from the war. High taxes were placed on items the colonists considered part of everyday life like tea, **molasses**, sugar, and paper products. These taxes, along with other restrictions, would spark the American Revolution.



# Policies Lead to Resentment

The end of the French and Indian War did not bring the peace so many American colonists desired. In addition to the economic policies passed by the British government, one other law angered colonists. This new law was the *Royal Proclamation of 1763*.

The *Royal Proclamation of 1763* was a **proclamation** issued by King George III that was written to resolve conflicts between American colonists and Native American tribes. This proclamation forbade American colonists from settling west of the Appalachian Mountains, as this area was reserved for the different Native American nations. The British government believed that this would help prevent conflicts between American colonists and the indigenous Americans who lived there. As an added benefit, this proclamation would reduce the costs of defending the colonies against attacks by Native Americans.



The Royal Proclamation of 1763 set the boundaries of the American Colonies at the Appalachian Mountains.

The *Royal Proclamation of 1763* angered American colonists. Many colonists had already moved west of the Appalachian Mountains and had established settlements in the region. They were upset that the British government was now forbidding them from expanding further west. The colonists believed that they had won the right to expand westward after defeating France in the French and Indian War. They saw the proclamation as a violation of their rights.

The *Royal Proclamation of 1763* also had economic effects on American colonists. Many colonists had invested in land, hoping to profit from the expansion of settlements westward. The proclamation put an end to these hopes, causing many colonists to lose money. It also limited the amount of land available for farming and other economic activities, which hurt the economic growth of the colonies.

The *Royal Proclamation of 1763* contributed to growing tension between American colonists and the British government. Colonists felt that their rights were being violated, and they became increasingly frustrated with British policies that limited their economic opportunities. Americans called King George III a **tyrant**, and were angry with the way he was governing the colonies. This tension would continue to build in the years leading up to the American Revolution, ultimately leading to the colonies' declaration of independence from Britain in 1776.



Many colonists were angry with the British government.



# Economic Policies Anger Colonists

For hundreds of years, English colonists had been loyal to the crown. They considered themselves English citizens, with the rights and privileges citizenship gave them. However, laws passed after the French and Indian War, made colonists realize they did not have the same rights as men living in England.

During the *French and Indian War*, Britain's national debt nearly doubled. The British government borrowed a lot of money from banks in Britain and the Netherlands to pay for the war with France. The British government struggled to find ways to pay their debt. In the years that followed, many different taxes were passed on items that the colonists considered part of everyday life like tea, **molasses**, and paper products. Though proud Englishmen, the colonists viewed themselves as partners in the British Empire, not subjects. King George III did not see it this way. King George III believed that the colonists benefited from the French and Indian War because it secured their borders. So, he thought the colonists should help pay off the debt. He also increased the debt after the war. To protect his newly acquired territory from future attacks, King George III decided to send permanent British army units to the Americas. But this required more money. The British government needed money quickly!



King George III ruled the British Empire and considered a tyrant.

On April 5, 1764, **parliament** passed a law called the **Sugar Act** to help pay off the war debt and finance the British army's presence in America. The **Sugar Act** placed a tax on sugar and other goods imported into the American colonies from other countries. Americans reacted to this tax with anger! They thought it was unfair and believed the British government was trying to take advantage of them.. According to the British, the purpose of the American colonies was to supply raw materials to England and enrich the *'Mother Country'*. This is called **mercantilism**.

In order to ensure the cooperation of the colonists, many laws created by **Parliament** had not been enforced. **Salutary Neglect** was a British policy of ignoring of colonial trade laws in the American colonies during the late seventeenth and early eighteenth centuries. The policy was based on the idea that the colonies would be more prosperous and loyal to Britain if they were allowed to govern themselves and trade freely. For years, the British government had ignored what was happening in the British colonies. When the British tried to enforce laws after years of ignoring them, the American colonists were infuriated!



However, as the expenses for maintaining an army in America rose, the British Parliament responded by passing the **Sugar Act**, and many more taxes followed. On March 22, 1765, Parliament passed another law called the **Stamp Act** to raise money. The **Stamp Act** required American colonists to pay a tax on every piece of printed paper they used, including legal documents, newspapers, and playing cards. These tax laws were the first time American colonists were required to pay a tax to the British government. The colonists strongly opposed the **Stamp Act** and saw it as a violation of their rights. They believed that only their own elected representatives had the right to tax them.



# Colonists Fight Back

As different taxes continued to be passed, American colonists began to unite against the British government. They **boycotted** British goods and encouraged others to do the same. Two divisions began to form in the colonies: those that supported the British government called "**Loyalists**", and those that supported the protesting colonists called "**Patriots**".

Boston formed the earliest **Committee of Correspondence** to encourage opposition to Britain's new laws. This communication network helped build solidarity between the colonies as they discussed common **grievances** (issues with the government) and responses. Also created by Boston Patriot **Samuel Adams**, the **Sons of Liberty** began resisting British rule. Using the motto, "*No taxation without representation*", they attacked tax officials by pouring hot tar on top of them, then covering them with feathers. They also began to prepare for war by stockpiling weapons, bullets, and gun powder.

In the Southern Colonies, Virginia's House of Burgesses claimed that, under British law, Virginians could be taxed only by an assembly to which they had elected representatives. More American colonists began to organize against British oppression.

In 1765, the American colonists again act against the British government. The Stamp Act Congress was a meeting of **delegates** from nine of the thirteen American colonies. The Congress was called to address the grievances of the colonists against the British government's new tax on printed materials, known as the *Stamp Act*. At the Congress, the delegates drafted a petition to King George III and to the British parliament that argued that the colonists should not be taxed without their own elected representatives. The Stamp Act Congress was significant because it was the first time that colonies had come together to voice a collective opposition to British policies. It demonstrated a growing sense of unity and American identity among the colonists. The petition sent by the Congress was ultimately rejected by the British government, but it helped to inspire the colonists' opposition to British policies and set the stage for further resistance and eventual revolution.

Tensions increased with the next act from Parliament. *The Quartering Act* was a law passed by the British parliament in 1765 that required American colonists to provide housing and supplies for British soldiers stationed in their colonies. The *Quartering Act* was passed in response to the growing tensions between the colonists and the British government. The colonists saw the *Quartering Act* as a violation of their rights, as they believed that they should not be forced to provide housing and supplies for British soldiers without their own **consent**. The *Quartering Act* also put a financial burden on the colonists, as they had to provide food, shelter, and supplies for the soldiers.

In 1766, the British government began to realize the impact of their actions. Parliament repealed the *Stamp Act* but passed the *Declaratory Act*. This act stated that Parliament has "full power and authority to make laws and statutes ... to bind the colonies and people of America ... in all cases whatsoever". While acknowledging the American colonists were upset, Parliament still maintained they had the authority to pass any laws they wanted to in order to control the American colonies.



The Sons of Liberty gave Loyalists a choice to join them or "visit" the Liberty Tree's tar and feathers.





# Tensions Increase

On June 29, 1767, Parliament again reached out to the American colonists for money.

The **Townshend Acts** were passed, and the British government sent troops to Boston to enforce this new law. Taxes were placed on many items imported into America, including tea, paper, glass, and paint. The purpose of this act was to raise money in the colonies to pay the salaries of governors and judges to ensure their loyalty to Great Britain. This act was also designed to punish New York for resisting the *Quartering Act*. Parliament wanted to reinforce their right to tax the colonies.

The **Townshend Acts** were met with resistance. American colonists responded by **boycotting** British goods and encouraged others to do the same. **Samuel Adams** wrote a letter to other American colonists and stated that the **Townshend Acts** were unfair. He claimed the colony of Massachusetts was not represented in Parliament. In the **Circular Letter**, Adams claimed Parliament did not have the authority to violate the British Constitution and the natural rights of the colonists. Adams argued that Americans should only be taxed by their own government in which they were already represented - not a government that was "separated by an ocean of a thousand leagues".



Paul Revere's engraving of British troops landing in Boston in response to events set off by the Circular Letter.

The **Circular Letter** was sent to other colonial assemblies in the hope of coordinating a united response to the **Townshend Acts**. However, the British government saw the letter as a challenge to their authority and responded by dissolving the Massachusetts House of Representatives. Colonists reacted by attacking customs officials, making it impossible for the British to collect taxes. The British government sent more troops to Boston to try and control the residents of the city. At town meetings, residents were urged to arm themselves against an impending British invasion.



The Sons of Liberty were sometimes violent in their protests against the British government. Here you see a British anti-American political cartoon, referring to the tarring and feathering of a British tax agent.

As tensions between the American colonists and the British government heated up, the Sons of Liberty published *To the Betrayed Inhabitants of the City and Colony of New York*. Written in 1769 by an anonymous source, this political **pamphlet** attacked the New York assembly for betraying citizens by voting to obey the *Quartering Act*. The assembly responded by offering a reward for information leading to the arrest of the author. Now American colonists who protested the British were being hunted for their arrest.

The Sons of Liberty were not only angry American men, but many women also contributed to the cause as well. **Mercy Otis Warren** was a member of the Sons of Liberty and worked closely with political leaders such as Samuel Adams and **John Hancock**. She also corresponded with many of the founding fathers, including George Washington and Thomas Jefferson, and provided them with political advice and support. She authored several political plays, pamphlets, and essays that were critical of British rule and supported the cause of independence. Her writing was influential in shaping public opinion and **mobilizing** support for the American cause.



# Tensions Lead to Bloodshed

Tensions were high across the American colonies in 1770. The British government had passed many taxes and restrictive laws. American colonists were on edge as a result of the increased presence of British soldiers in their homes and towns due to the **Quartering Act**. The **Townshend Acts** passed by Parliament cause resentment and anger in the American Colonies. Letters are written to the British government by several prominent American citizens such as **Sam Adams**. Rather than changing the restrictive laws, the British government closes the Massachusetts assembly. American colonists attack tax collectors and the British government reacts by sending more troops to Massachusetts. The scene in Boston is set for conflict.

On **March 5, 1770**, a seemingly small act of aggression spiraled out of control into a "**massacre**". A British soldier was on duty outside of the customs house. Private Hugh White was the only soldier guarding the King's money stored inside the Custom House on King Street. A teenage colonist, Edward Garrick, started harassing Private White. This started a series of insults being shouted back and forth and ended with Garrick on the ground after being hit in the head by Private White's **musket**. As Garrick laid on the ground, he yelled for help - and help arrived! Church bells rang as many angry American colonists swarmed the street. Hundreds of angry American colonists rushed to defend Garrick, and soon Private White is surrounded by an angry **mob**. **Reinforcements** arrive to support the British soldier, but seven men against an angry mob becomes a situation that quickly escalated out of control. Yelling soon changed into violence as American colonists started to throw stones covered in snowballs at the British soldiers. American colonists "**armed with clubs, sticks...**" surrounded the British soldiers.

Quickly moving past taunting, an American colonist struck a British soldier with a club and caused him to fall on the ground. The soldier quickly got up but is hit and falls again. In desperation, he raised his musket and fired. Startled by the gunshot, the other British soldiers also fired their weapons into the crowd. Bullets started to fly as American colonists flee the scene in fear for their lives.

When the smoke cleared, bodies lay scattered along the street. Five American colonists were killed, some dying immediately and two others dying later. Many others were wounded. **Crispus Attucks**, a formerly enslaved man, lost his life, along with Samuel Gray, James Caldwell, Patrick Carr, and Samuel Maverick. Crispus Attucks was the first African American to die in the Revolutionary War.

The city of Boston was on edge, anger and emotions were out of control. In order to calm the situation, the governor promised to arrest the British soldiers involved in the incident. At a later trial, the soldiers, defended by **John Adams**, were **acquitted** (not found guilty) of murder. The jury believed that they were threatened by the crowd but should have delayed firing.

The violence in Boston inflamed the colonists. **Propaganda** was written in newspapers and circulated around the 13 Colonies by both the Patriots and Loyalists, trying to encourage Americans to join their side. **Paul Revere**, one of the Sons of Liberty, distributes an image, showing the British soldiers firing on innocent American colonists. This propaganda image, along with others, angers people in the colonies. Americans are one step closer to war with Great Britain.



Paul Revere's engraving of the Boston Massacre was used as propaganda to anger American colonists.



# Tea Lands Americans in Hot Water

Increased taxes and the quartering of troops were not the only reason American colonists were upset with the British. The **Tea Act of 1773** was a law passed by the British Parliament to help the British East India Company, which was struggling financially due to competition from Dutch tea traders. The act granted the East India Company a **monopoly** on the tea trade in the American colonies and allowed them to sell their tea directly to colonists, cutting out colonial merchants. This move was seen as a way to boost the company's profits and reduce its massive tea surplus.

American colonists were outraged by the **Tea Act**. They saw it as yet another attempt by the British government to tax them without their consent and further restrict their economic freedoms. The colonists had long resisted British attempts to tax them without representation, and the **Tea Act** was no exception. In response to the **Tea Act**, the Sons of Liberty in Boston organized a protest known as the **Boston Tea Party**.



On the cold and wintery night of December 16, 1773, the Sons of Liberty disguised themselves as Native Americans and boarded three British tea ships in Boston Harbor. They proceeded to dump over 342 chests of tea into the water. The estimated value of the tea that was dumped into the harbor was approximately £9,659, which would be equivalent to millions of dollars in today's currency. The Boston Tea Party was a dramatic and defiant act of **civil disobedience** against the **Tea Act** and British rule in general. The colonists felt that they had been pushed too far by the British government and were willing to take drastic measures to defend their rights.

The British government was furious when they heard about the destruction of the tea. They considered it to be a serious act of vandalism and responded by passing the **Coercive Acts** on March 28, 1774. These laws were intended to punish the colonists and restore order in Boston. The **Coercive Acts** (or the **Intolerable Acts** as they were known in the Colonies) included the closure of the port of Boston, which had a significant impact on the city's economy, and the **quartering** of British troops in private homes, which was seen as a violation of the colonists' rights. They also stopped assemblies and self-government in Massachusetts. In addition to these harsh actions, the British government took away local juries. Any new trials against American colonists had to take place in England instead of America. Instead of calming the situation, the **Intolerable Acts** further inflamed tensions between the colonists and the British government. Across the colonies, Patriots rose in solidarity with the people of Massachusetts. People sent resources to help from as far South as Georgia. The Committee of Correspondence began to organize a meeting in opposition to the British government.



More soldiers were sent to Bost as a result of the Boston Tea Party.



# The First Continental Congress

Once again outraged by actions from the British government, delegates from 12 colonies met to discuss a solution. The **First Continental Congress** was a meeting of delegates from twelve of the thirteen colonies that took place in Philadelphia from September 5 to October 26, 1774. Georgia was the only colony that did not send any delegates to the First Continental Congress. Facing a war with neighboring Native American tribes, Georgia did not want to jeopardize British assistance. The congress was assembled in response to the Intolerable Acts, passed by the British Parliament in retaliation against the Boston Tea Party.



Patriots at the First Continental Congress included Sam Adams, George Washington, and John Adams.

The delegates to the First Continental Congress included some of the most prominent leaders in the British Colonies, including John Adams, Samuel Adams, and George Washington. When Congress convened on September 5, 1774, Peyton Randolph of Virginia was named President of the First Continental Congress. The Congress approved of actions from Massachusetts that ordered citizens to not obey the *Intolerable Acts*, to refuse imported British goods, and to raise a **militia**. This early approval of concrete actions against the British government signaled their intent to regain control of their colony.

During the Congress, delegates discussed a wide range of issues between the colonies and Britain, including the rights of the colonists, the role of the British government, and the economic impact of British policies. Congress debated their rights as Englishmen and stated, *"the foundation of English liberty, and of all free government, is a right in the people to participate in their legislative council."*

Congress concluded by sending their complaints to the King. Called the *"Declaration of Rights and Grievances"*, this document stressed the colonists' right to govern themselves and protested British attempts to tax Americans without their consent and representation in Parliament. While the First Continental Congress did not call for independence from Britain, it did set the stage for the American Revolution and marked a significant moment in the history of colonial resistance to British rule.

The First Continental Congress's most important decision was to call for a Second Continental Congress to meet the following spring. Congress intended to give Britain time to respond to their **grievances** and then discuss any changes at the Second Continental Congress. After leaving Congress, George Washington began to prepare for war by purchasing new **muskets** and a uniform. Though war had not been declared, many Americans knew it was coming soon.





# The "Shot Heard 'Round the World"

While tensions increased between the American colonists and the British government, the actual start of the American Revolution was not intentional. A random act of law enforcement set the stage for the fight for independence by the American colonists.



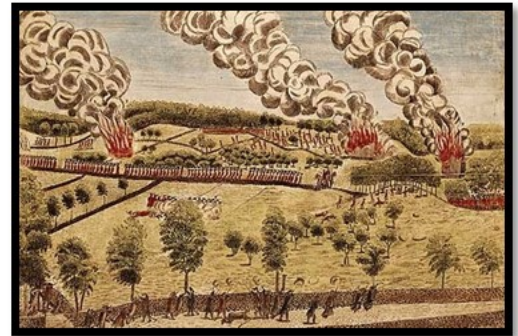
Paul Revere and others warned of an attack from the British soldiers.

On the night of April 18, 1775, British troops were sent to Lexington and Concord to seize colonial weapons and ammunition that had been stored in those towns. However, the colonial **militias** had been warned of the British advance and they were ready to resist. **Paul Revere**, one of the Sons of Liberty, had received a signal from the Boston militia that the British were planning to move troops from Boston to Lexington and Concord to seize colonial weapons and ammunition. Revere quickly set out on horseback, along with William Dawes and Dr. Samuel Prescott, to warn the colonial militias and alert them to the British advance. Revere and Dawes were stopped by British patrols on the road to Lexington, but Prescott managed to evade them and continued on to warn the militias. As a result, the militias were able to **mobilize** and prepare for the British attack.

The first shots of the American Revolution were fired in Lexington in the early morning of April 19, when a group of British soldiers encountered a group of militiamen on Lexington Green. It is still unclear who fired the first shot, but the exchange of fire left eight Americans dead, and several others wounded. The British then continued on to Concord, where they searched for the weapons but found that most had been moved or hidden.

As the British began to retreat towards Boston, they were ambushed by colonial militias along the way. The fighting continued throughout the day, with the colonial militias harassing the British troops and causing significant **casualties**. By the time the British arrived back in Boston, they had suffered nearly 300 casualties, while the American losses totaled around 90.

The Battles of Lexington and Concord were significant for several reasons. They demonstrated the colonists' willingness to fight for their rights and liberties, and they proved that the British were not invincible. The battles also led to the formation of a continental army under the leadership of George Washington and the eventual declaration of independence from Great Britain.



By the rude bridge that arched the flood  
Their flag to April's breeze unfurled  
Here once the embattled farmers stood  
And fired the shot heard round the world.  
— First verse of Emerson's "Concord Hymn"

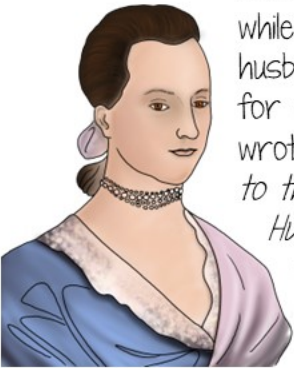


# Congress Meets Again

The **Second Continental Congress** was a continuation of the First Continental Congress, which had met in 1774 in response to the *Intolerable Acts*, laws passed by the British Parliament against Massachusetts after the Boston Tea Party. The Second Continental Congress started in May of 1775 after the Battle of Lexington and Concord. This Congress would work together for months both trying to avoid a war and to simultaneously prepare for it.

The Second Continental Congress was attended by delegates from all 13 American colonies, including **Benjamin Franklin**, **John Adams**, and **Thomas Jefferson**. The Congress had no legal authority over the colonies but met to organize resistance against the British. Many of the delegates were influenced by **propaganda** supporting American independence, including a pamphlet written by Thomas Paine called "**Common Sense**." This pamphlet was a call to action for the American colonists to declare their independence from Great Britain and establish a democratic government. Paine argued that the British government had become corrupt and oppressive and that the American colonies would be better off as an independent nation. Paine made several key arguments in "*Common Sense*." He argued that the American colonies had outgrown their dependence on Britain and that they were capable of governing themselves. He also argued that the **monarchy** was fundamentally unjust and that a democratic government based on the **consent** of the governed was the only legitimate form of government.

Thomas Paine was not the only person who influenced members of the Second Continental Congress. **Abigail Adams** often gave advice to her husband, John Adams while he was serving in Congress. Abigail Adams wrote a series of letters to her husband in which she offered her opinions on political matters and urged him to fight for women's rights and equality. In one famous letter, written in March 1776, she wrote, "*I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands.*" This letter was significant because it highlighted the fact that many women were kept out of the political process and denied basic rights and freedoms. Abigail Adams argued that women should have a say in the affairs of government and that their voices should be heard.



The Second Continental Congress made George Washington the **commander-in-chief** of the Continental Army in June 1775. Washington was a delegate from Virginia to the Congress and was widely respected for his military experience and leadership abilities. When the Congress first met in May 1775, the colonial forces were still disorganized and lacked leaders. Many delegates believed that a single commander-in-chief was needed to lead the colonies in their fight against Great Britain. Washington was hesitant to accept the position of commander-in-chief at first, but he ultimately agreed to take on the role.

While Congress was preparing for war, they were still trying to prevent bloodshed. One of Congress's first actions was to appoint a committee to draft a declaration of the causes of the colonies' **grievances** against Great Britain. This document, which became known as the *Olive Branch Petition*, was sent to King George III in July 1775. The *Olive Branch Petition* was a final attempt to avoid war. The petition declared America's loyalty to Great Britain and asked the king to prevent further conflict. King George refused to read the *Olive Branch Petition* and declared the colonists' actions **treason** and the colonists themselves **traitors**. Those who opposed the king risked losing their homes, properties, and even their lives.



# The Declaration of Independence

The **Declaration of Independence** is one of the most significant documents in American history. The Committee of Five, which included Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert Livingston, was appointed by the Second Continental Congress to draft the Declaration of Independence. Jefferson was chosen to be the primary author and drew upon the ideas of **Enlightenment** thinkers as well as his own beliefs about individual liberty and **unalienable rights**. The other members of the Committee of Five provided feedback and edits to the draft, and the document was further revised by the Continental Congress before it was adopted on July 4, 1776.

The Declaration of Independence stated that the thirteen American colonies were no longer subject to British rule and had become independent states. The Declaration also established the foundation for the new nation, stressing the importance of individual liberty and unalienable rights. It is divided into three main parts: the Preamble, the Declaration of Rights, and the List of Grievances.

## Part One: The Preamble:

The Preamble is the introductory section of the Declaration of Independence. It explains the purpose of the document. The most famous line in the Preamble is, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain **unalienable Rights**, that among these are Life, Liberty and the pursuit of Happiness." The concept of unalienable rights is one of the most significant ideas expressed in the Declaration of Independence. This idea was influenced by **Enlightenment** thinkers such as John Locke who believed that people have natural rights, including the right to life, liberty, and property.

## Part Two: The Declaration of Rights:

This section of the Declaration of Independence outlines the basic principles of government and individual rights. For this part of the declaration, Jefferson was influenced by the *Magna Carta*, the *English Bill of Rights*, and the *Virginia Declaration of Rights*. The *Magna Carta* was a document signed by King John of England in 1215 that established the idea that even the king had to follow the law. The *Magna Carta* also outlined certain individual liberties, such as the right to a fair trial and protection against unfair imprisonment. The *English Bill of Rights*, signed into law in 1689, created limits on the power of the English **monarchy** and expanded the rights of English citizens. It also established the principle that laws must be made by a representative body, rather than by the monarch alone. The *Virginia Declaration of Rights*, written by **George Mason** in 1776, was a document that declared that all men have certain natural rights, including the right to life, liberty, and property. The *Virginia Declaration of Rights* was a significant influence on Thomas Jefferson's writing of the Declaration of Independence.

The *Declaration of Rights* part of the Declaration of Independence states that governments are created to secure the natural rights of the people, and that governments must gain their power from the **consent** of the governed. This idea came from Thomas Hooker, founder of the Connecticut colony. Hooker's ideas about individual liberty and the importance of the consent of the governed were influential in shaping the values expressed in the Declaration of Independence. The Declaration of Rights includes the famous line, "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..."

# The Declaration of Independence

## Part Three: The List of Grievances

The List of **Grievances** is a long and detailed section of the Declaration of Independence that lists the specific grievances the colonists had against the British government and King George III. These grievances include accusations that the British government had violated the colonists' rights. The List of Grievances included taxing the American colonists without representation in Parliament, the **quartering** of British soldiers in private homes, and the denial of basic legal rights. The List of Grievances served as the main reasons for the colonists to declare independence. Some of the key grievances include:



- *"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."*

This is the introduction to a list of specific offenses committed by King George III, which serves as the primary basis for the colonists' decision to declare independence.

- *"He has refused his Assent to Laws, the most wholesome and necessary for the public good."*

This is one of many specific grievances listed in the Declaration of Independence, accusing King George III of stopping laws that were necessary for the public good.

- *"He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures."*

This part highlights the colonists' objections to the quartering of British soldiers in private homes without their consent, a practice they saw as a violation of their rights.

The colonial grievances listed in the Declaration of Independence were later addressed in the U.S. Constitution and the Bill of Rights, which provided for representative government, separation of powers, and individual liberties.

The Declaration of Independence became official when the Continental Congress adopted the document and members signed it. This action was very risky for members of the Continental Congress. By signing the document, they were committing **treason** against their government, an action punishable by death. The very first person to sign was **John Hancock**, president of the Continental Congress. His signature was so large, it became famous and now represents the signature on any document.

A large, bold, and highly stylized cursive signature of John Hancock. The signature is written in black ink and features a prominent, sweeping 'J' and a large, ornate 'H'.

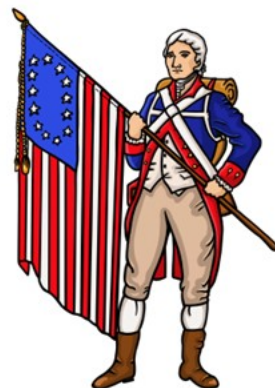


# The American Revolution Readings





# Patriots vs. Loyalists



Independence was not guaranteed for the American Patriots. There were many factors against their success, the first of which was the American colonies did not have an army. The war was one fought by small groups of men. **Militias**, poorly disciplined and with elected officers, would only fight for about three months, then they would return from their homes and farms. The Americans had difficulty raising money to purchase basic supplies for their troops, including shoes and blankets. The Patriots also did not have 100% support for the war in all 13 Colonies. Around one in five Americans openly favored the British, with about half of the population hoping to avoid the conflict altogether. Most Native American tribes sided with Britain, who promised protection of tribal lands. Despite these disadvantages, the Patriots were fighting for their rights, their independence, and their liberty. American military leaders lacked experience but were passionate about their cause.

By contrast, the British army was respected around the world. Their soldiers were well equipped, well disciplined, well paid, and well fed. The British navy dominated the seas. Funds were much more easily raised by the Empire than by the Continental Congress. They even had professional soldiers in the form of Hessian (German) **mercenaries**.

Despite these advantages, the British army had many obstacles to overcome. The British soldiers fought a war far from home. Military orders, troops, and supplies sometimes took months to reach their destinations in North America. The American Revolution was not the only war occupying the British Empire, the French, Spanish and Dutch governments were all involved in trying to keep the British from growing their empire. Battles between British soldiers and their enemies took place all over the world, distracting the British Empire from throwing their full force into North America. The British also had an extremely difficult task - they had to convince the Americans to give up their desire for independence. The size of the colonies hurt the British effort as well. Despite occupying every major city, the British remained at a disadvantage during the war.



Loyalists didn't only consist of American colonists loyal to the crown; many enslaved Africans also supported the British. Shortly before the revolution began, a British governor declared that any enslaved African American who joined the British army will gain their freedom. Thousands of enslaved African Americans escaped bondage and joined the British army. The 'Ethiopian Regiment' was a group of men who fought for the British and freedom. They wore uniforms that said, 'Liberty to Slaves.' In one battle, the Ethiopian **Regiment** captured two American soldiers. One of the soldiers was captured by the men he had enslaved. These soldiers were a symbol of hope for enslaved African Americans, and many dreamed of freedom. The Patriot cause had many men like George Washington, Thomas Jefferson, and James Madison who owned vast plantations with enslaved workers. For African Americans in the colonies, a Patriot victory meant continued slavery.



Many African Americans escaped from slavery to try and win their freedom as Loyalists.



# Early Victories and Losses

## Battle of Bunker Hill (June 16 & 17, 1775)

The British wanted to stop the revolution in Massachusetts, but they soon realized that it was not possible. After the first shots of the war were fired at Lexington and Concord in April 1775, colonial forces began to gather around Boston, where British troops were stationed. In June of that year, the American Patriots were ordered to occupy and fortify Breed's Hill, overlooking Boston Harbor. British General William Howe, who was determined to dislodge the colonists from their position, ordered an attack on the hill. American soldiers quickly built protection and prepared for a battle.



Death of General Warren at the Battle of Bunker Hill  
by John Trumbull

The British launched a series of attacks against the colonial forces but were repeatedly pushed back by heavy fire from the colonists. The third and final attack, however, proved successful, as the Patriots had run out of ammunition and were forced to throw rocks to defend themselves. The Americans were soon in retreat. The British suffered heavy **casualties** in the battle, with over 1,000 soldiers killed or wounded, while the colonists lost around 400.

Despite being forced to retreat, the Battle of Bunker Hill (mistaken for Breed's Hill) was a victory for the colonial forces. They had inflicted heavy losses on the British forces and had demonstrated that they could stand up to a professional military force. The battle also helped to boost morale among the colonists, who realized that they could resist British authority and fight for their independence.

## Fighting Moves to New York (Summer and Fall, 1776)

In January of 1776, cannons that the Patriots had captured at Fort Ticonderoga, a British military post in New York, reached Boston. The cannons enabled the Patriots to take control of the high grounds south of the city. On March 17, 1776, British forces were forced to evacuate Boston following General George Washington's successful military campaign. Recognizing that they could no longer hold the city, the British evacuated Boston and sailed to Canada. The liberation (freedom) of Boston by the Patriots brought an end to a hated eight-year British occupation of the city.

The new British strategy was to capture New York, where many Loyalists lived, and use it as a base to conquer the Middle Colonies. In July 1776, a large British fleet, commanded by General William Howe, arrived in New York Harbor. The fleet was accompanied by a force of over 32,000 troops, making it the largest British force ever assembled.

The Patriots, led by General George Washington, were determined to resist the British invasion. Washington's army was outnumbered and outgunned, but he was able to put up a strong defense, using the **terrain** around New York City to his advantage.

The British forces launched a series of attacks against the Patriots which resulted in a decisive British victory. Washington was forced to retreat, and the British captured New York City in September 1776. The city remained under British control for the remainder of the war. It served as an important base and port for British soldiers coming to North America from England. The invasion of New York also had important strategic implications, as it allowed the British to cut off colonial supply lines to the north.



# Early Victories and Losses

## George Washington Crosses the Delaware (December 25-26, 1776)

After their defeat in New York, Washington's forces retreated through New Jersey into Pennsylvania. Washington had only 6,000 troops, many who were going to return to their homes in January 1777. But on Christmas night, 2,400 of his soldiers crossed the icy Delaware River and attacked British outposts in New Jersey in a sneak attack. At the Battle of Trenton, where the Hessians (German mercenaries) were sleepy from their Christmas celebration, Washington's troops captured over 1,000 Hessians.



Washington Crossing the Delaware by Emanuel Leutze.

## Battle of Saratoga, September 19, 1777 - October 17, 1777



The scene of the surrender of the British general at Saratoga was a turning point in the American Revolution that convinced the French to support the Patriot cause. Painting by John Trumbull.

The **Battle of Saratoga** is considered a turning point in the war. The British army, led by General John Burgoyne, had planned to march south from Canada to capture Albany, New York and cut off the New England colonies from the rest of the rebellion. However, they were met with fierce resistance from American troops under the command of General Horatio Gates. The Patriots used **guerrilla** tactics (surprise attacks such as ambushes and raids) and were able to cut off supply lines and delay the British advance. After a series of battles, the British were forced to surrender. This victory was significant as it convinced France to formally enter the war on the side of the Americans, providing crucial military and financial support.

The Battle of Saratoga is also important for the guerrilla warfare tactics employed by the Americans, who used the local geography to their advantage and focused on disrupting supply lines and communication. This was a departure from traditional warfare, which emphasized battles between two armies on an open field, a type of battle the Patriots could not win. The American victory at Saratoga demonstrated that unconventional tactics could be successful in battle. Additionally, the victory at Saratoga boosted American morale and gave them confidence in their ability to win the war, despite being outnumbered and outgunned by the British.

The Battle of Saratoga thrust the war onto a global stage. Not only did France join on the side of the Americans (in 1778), but also the Spanish (in 1779), and the Dutch (in 1780). No longer could Britain concentrate its forces in the mainland colonies; it also had to disperse its troops protect its colonies in the West Indies and the island of Gibraltar in Spain.



# The Winter at Valley Forge



George Washington and the Marquis de Lafayette inspect the troops at Valley Forge.

During the winter of 1777-1778, General George Washington and his Continental Army set up camp at Valley Forge, Pennsylvania, for what would become a grueling experience. The winter was one of the harshest on record, with severe weather conditions, lack of food, and a shortage of supplies. The conditions were so horrible that it is estimated that around one-third of the men died from disease and exposure.

Many people helped the soldiers survive at Valley Forge. **Alexander Hamilton** was a young officer who quickly gained the trust and admiration of General George Washington. Hamilton served as an aide-de-camp (secretary) to Washington during the winter at Valley Forge and was instrumental in improving the army's supply chain and financial management.

**Marquis de Lafayette** was a rich French aristocrat (noble) who arrived in America to support the American Revolution. He was a trusted ally of General Washington and played a critical role in securing military support from France. During the winter at Valley Forge, Lafayette volunteered to lead a division of troops, demonstrating his commitment to the American cause. Lafayette was also a skilled diplomat and worked tirelessly to secure additional support and supplies from France.

**Baron von Steuben** was from a country in Europe called Prussia. He met Benjamin Franklin in Paris, France, in 1777. Baron von Steuben volunteered to serve in the Continental Army without pay. Baron von Steuben joined General Washington at Valley Forge on February 23, 1778. His job was to train the soldiers. Most of the Continental Army was made up of farmers. They needed to know how to fight, use the **bayonet**, and how to set up camp. His efforts saved the Continental Army. Many men had died of disease. Baron von Steuben taught the soldiers how to prevent sickness with simple solutions. Baron von Steuben's military training changed the Continental Army from farmers into soldiers. His methods were so important, they were used by the United States Army for over 100 years.



**Martha Washington** was not just married to George Washington; she was a hero also. During the horrible winter at Valley Forge, the army was on the verge of a rebellion. They were saying, "No bread, no soldier! The men were hungry and cold." Martha Washington brought supplies from her own home. She organized a group of women to sew clothing and blankets for the freezing men. One person even said,

*"I never in my life knew a woman so busy from early morning until late at night as was Lady Washington, providing comforts for the sick soldiers."*



# Americans Contribute to the War

Americans contributed to the war effort in many different ways: some raised money for the war, some wrote persuasive essays, some risked their lives as spies, and still others fought when the odds were against them. Here are their stories.

Many people think **"Molly Pitcher"** was a hero of the American Revolution. But "Molly Pitcher" wasn't actually just one woman. Many women carried pitchers of water for thirsty soldiers or to cool cannons. The nickname "Molly Pitcher" was a nickname given to the women of the Revolutionary War who carried pitchers of water to the soldiers on the battlefield. One woman does stand out among the rest. Her name was **Mary Ludwig Hayes**. During one battle she was carrying water out to the battlefield when her husband collapsed from heat exhaustion. Despite the extreme heat of the day and the danger from the battle, she took over his job firing the cannon at the British. During the battle, a cannonball flew between her legs and tore her skirt. She said *"Well, that could have been worse."* Her bravery encouraged the men fighting around her.

During this time period, people underestimated women. They thought women couldn't understand military strategy. Because of this, men often spoke around women without paying any attention to them. Women made great spies, providing food and supplies to enemy camps while listening for important information. Many were probably never caught spying, and their secret role was never discovered. Unfortunately, this means that the most important women may be completely unknown. One of these mysterious women was part of Washington's secret spy group called the Culper Ring. She is only referred to as Agent 355. Her identity will never be known.



Women weren't the only spies in the army. **James Armistead** was an enslaved African American in Virginia. He was given permission by his owner to join the Continental Army under the Marquis de Lafayette. John Armistead was a spy that pretended to have escaped from slavery. He joined Benedict Arnold's camp to spy on the British. James Armistead was also able to sneak into the camp of General Cornwallis. The British talked about their battle plans in Virginia in front of him. James Armistead passed the information he learned to other spies. The information was important in the victory at the Battle of Yorktown.



**James Armistead**  
spied on the British.

African Americans contributed in other ways as well. **Wentworth Cheswell** served as a public official for most of his life in New Hampshire. He was a teacher, a town police officer, and a businessman. Wentworth Cheswell is considered the first African American Founding Father. On December 13, 1774, Wentworth Cheswell rode with Paul Revere to warn the citizens of Portsmouth, Massachusetts about an impending British invasion. The colonists were able to remove all the weapons and ammunition from the fort before the British arrived. Cheswell also served in the Continental Army at the Battle of Saratoga.



# Americans Contribute to the War

**Patrick Henry** was a farmer that became a lawyer. He was known for his passionate speeches against the British government. In 1763, he helped form the Committees of Correspondence between the colonies. The committees would keep colonists informed of events in different colonies. These committees lead to the First Continental Congress.

Patrick Henry's most famous speech was made to convince the others that it was time for war. When he said, *"Give me liberty or give me death!"* it inspired many other Americans to fight against the British.

Patrick Henry also fought in the revolution. In August 1775, Colonel Patrick Henry led the Virginia militia against Lord Dunmore in the Gunpowder Incident.



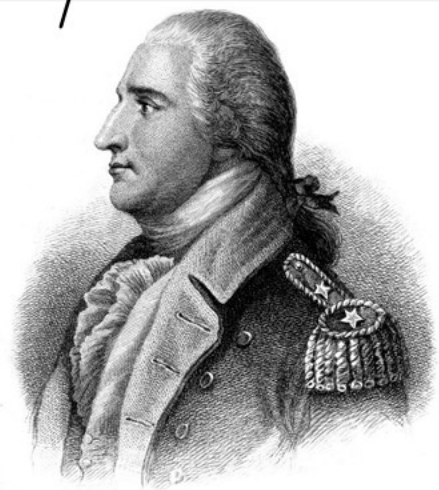
The victory of the Americans in the Revolutionary War depended on a great many people with different leadership skills and experiences. One important and sometimes forgotten figure is **John Paul Jones**, an immigrant from Scotland. In 1775, Jones went to Philadelphia to volunteer his services to the emerging Continental Navy. Jones was skilled at capturing British supply ships which was helpful to the Continental Army since the American Army was always low on supplies. Jones was given a commission to lead several ships and Jones was instructed to take the war to Great Britain and keep their ships out to American waters.

Jones was off the coast of Northern England when he encountered several British **merchant** ships being escorted by two British naval vessels in 1779. Jones encountered the British warship, *Serapis*, which was larger, had more guns and an experienced crew. Not only was the British ship considered superior, the crew and its fighting ability was considered better than most in the world at the time. This did not stop Captain John Paul Jones. Jones rammed his ship into the British warship and when asked by the British if he was surrendering, he gave his now infamous reply, *"I have not yet begun to fight!"* Despite the gun-deck of his ship being destroyed, alarms of a sinking ship, and releasing all the prisoners aboard, Captain Jones remained steadfast and still directed his crew to victory over the British. As a result of this amazing and important victory, Congress awarded him a Congressional Gold Medal in 1787 for Jones' *"valor and brilliant services"*. John Paul Jones is called the *"Father of the American Navy"* and is highly regarded as one of the greatest naval commanders in the history of the United States.





# Loss Leads to Victory



The phrase "Benedict Arnold" now means a traitor.

The year 1780 was one of the lowest points in the war. In July, Continental army officers, angry about overdue wages and inadequate supplies, threatened to leave. In September, American General Benedict Arnold, the hero of the battle of Saratoga, attempted to trade the American military base at West Point for a position in the British army. After years of fighting for the independence of the colonies, Benedict Arnold decided to spy on them instead. Arnold was frustrated that he was not being promoted in the Continental Army. He decided to spy on the Patriots and give them a fort in exchange for money and a role in the British Army. When he was discovered, he fled and joined the British Army. His plan failed, but Arnold became a commander of British forces conducting raids in Virginia. This betrayal devastated George Washington, who took it as a personal attack.

In August of 1780, the British forces overwhelmed an American force in South Carolina. By the end of the year, the Continental army had fewer than 6000 troops. The gains won by the early victories in the war were all being lost to the British.

## The Battle of Yorktown (September 28 - October 19, 1781)

After six years of war, both the British and Americans were exhausted. The British, fighting in foreign, hostile territory, held only a few coastal areas in the colonies. On the other side of the Atlantic, Britain was also waging a global war with France and Spain. The American conflict was unpopular and divisive, and there was no end in sight. The British Parliament was having a hard time justifying and paying for the war. For the Americans, the long struggle for independence was leading to enormous debt, food shortages, and a lack of morale among the soldiers. Both sides were desperately trying to end the war with a victory.

In the fall of 1781, British forces occupy Yorktown, where General Cornwallis intended to resupply his 9,000-man army. While he waited for supplies and much-needed **reinforcements** from the Royal Navy, the Continental Army seized the opportunity to attack him. On receiving word that the French fleet will support them by blocking access to the harbor at Yorktown, General Washington and his French ally General Rochambeau, moved his 8,000 men to Virginia, planning to join and lead about 12,000 other militia, French troops, and Continental troops in a **siege** of Yorktown.

On October 14th, after firing non-stop on the British, American and French forces prepare a surprise assault. **Alexander Hamilton** led a group of about 400 men to sneak up and attack the British soldiers defending Yorktown. The British were overwhelmed. It was a stunning victory with the Americans only suffering 34 casualties. On October 19th, General Cornwallis surrendered his army to Washington, ending the American Revolution with a victory for the Patriots.



This painting by John Trumbull shows the surrender of the British army to the American forces.



# The Birth of the United States

The war ended with the Battle of Yorktown, but the colonies could not declare victory until a peace **treaty** was signed with Great Britain. John Jay, Benjamin Franklin, John Adams, William Temple Franklin, and Henry Laurens were sent to France to **negotiate** a treaty between all of the nations involved in the war.

The **Treaty of Paris** was signed on September 3, 1783, between the United States and Britain, marking the official end of the American Revolution. The 1783 Treaty was one of a series of treaties signed at Paris in 1783 that also established peace between Great Britain and the allied nations of France, Spain, and the Netherlands. The treaty recognized the independence of the United States from Great Britain, established the boundaries of the new nation, and the peaceful withdrawal of British forces. Under the terms of the treaty, the United States gained control of all the land east of the Mississippi River, and Great Britain retained Canada. The treaty also allowed American fishermen access to the waters off Newfoundland, while Americans gained the right to trade in British colonies in the Caribbean.

The United States benefited the most in the treaty, fully gaining its independence from Great Britain. Although Great Britain lost its American colonies, British global power continued to increase, driven by the economic growth of the early industrial revolution. For France, victory came at an enormous financial cost, and attempts to resolve the financial crisis would start the French Revolution.



*Treaty of Paris*, by Benjamin West (1783), shows the Americans at the Treaty of Paris (left to right): John Jay, John Adams, Benjamin Franklin, Henry Laurens, and William Temple Franklin. The British delegation refused to pose, and the painting was never completed.

# Key





# Events Leading to the

# American Revolution

## The French and Indian War (1754-1763)

War between the British and the French. The war resulted in huge debts for the English.



## Proclamation of 1763

Law passed by Parliament that forbade Americans from moving west past the Appalachian Mountains.



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## The Quartering Act (1765)

Law passed by Parliament that required Americans to house British soldiers.



## The Stamp Act (1765)

Law passed that required all paper documents to be taxed.



## The Townshend Acts (1767)

Laws passed that punish Massachusetts for opposing taxes and the Quartering Act.



## The Boston Massacre (1770)

A conflict that occurs in Boston. American colonists harassed British soldiers on duty. A fight occurred where several American colonists were killed, including Crispus Attucks. Used to justify the American Revolution.



## The Tea Act (1773)

Law passed placed a tax on tea and required all tea be purchased from one source.



## The Boston Tea Party (1773)

Colonists react to the Tea Act by throwing tea in the Boston Harbor.



## Intolerable Acts (1774)

Laws passed to punish the citizens of Boston for the Tea Party. Britain sent more soldiers, closed the assembly, and took away local juries.



## First Continental Congress (1774)

Delegates sent to discuss issues with Great Britain. Colonists wanted to govern themselves and protested taxes.



## Battles of Lexington and Concord (1775)

British soldiers were hunting for weapons hidden by the American colonists. Two small skirmishes occurred. First shots of the American Revolution.

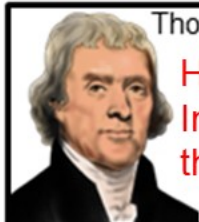


## Second Continental Congress (1775-1776)

Congress meets again to discuss issues with Britain. Named George Washington Commander-in-chief of the army. Asked Committee of Five to write Declaration of Independence.

The Declaration of Independence - July 4, 1776





Thomas Jefferson

He wrote the Declaration of Independence and served in the Continental Congress.



Mercy Otis Warren

She was a writer and political activist during the American Revolution, who wrote plays and essays that helped shape public opinion against the British.



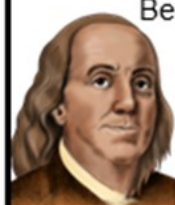
George Washington

He was as commander-in-chief of the Continental Army and led key victories at Trenton and Yorktown.



King George III

He was the king of Britain, who supported policies that provoked the colonists and led to the eventual war. Called a tyrant by the American colonists.



Benjamin Franklin

He served as a diplomat to France and secured crucial support for the American cause, helped draft the Declaration of Independence.



Abigail Adams

She was a strong and influential advocate for independence and women's rights during the American Revolution.



Samuel Adams

He helped found the Sons of Liberty, organized protests and boycotts against British rule.



Wentworth Cheswell

He was an African American patriot during the American Revolution, and served as a town clerk, judge, and military officer.



Patrick Henry

He gave a speech and declared "give me liberty or give me death" and helped rally support.



James Armistead

He was an enslaved African American who acted as a spy for the Continental Army, gathering crucial intelligence that helped lead to the victory at the Battle of Yorktown.



Crispus Attucks

He is the first casualty of the American Revolution at the Boston Massacre and a symbol of the sacrifices made by African Americans in the fight for independence.



Thomas Paine

He was a wrote influential pamphlets such as "Common Sense" and "The Crisis" that helped rally support for independence and democracy in the colonies.



John Adams

He was a lawyer, diplomat, and politician during the American Revolution. He served on the Committee of Five writing the Declaration of Independence.



Marquis de Lafayette

He was a French noble who volunteered to serve in the Continental Army at Yorktown and helped secure crucial French support for the American cause. Special Studies Source



John Paul Jones

He was a naval commander during the American Revolution and achieved several key victories against the British Navy and helped establish the United States navy.



John Hancock

He was president of the Continental Congress and signed the Declaration of Independence with a bold signature that became a symbol of defiance against British rule.





**Alexander Hamilton**

He was a brilliant writer, organizer, and military leader during the American Revolution, and served as an aide to General George Washington.



**General Cornwallis**

He was a British military commander who led forces in several battles including the Battle of Yorktown, and ultimately surrendering to American and French forces, ending the war.



**Paul Revere**

He rode to warn the colonists of British troop movements before the Battles of Lexington and Concord and played a key role in mobilizing support for the revolutionary cause.



**Benedict Arnold**

He was a successful American military commander during the American Revolution who went to the British side in 1780, becoming one of the war's most infamous traitors.



**Patriots**

They were American colonists who supported the cause of independence, and who formed militias, engaged in acts of protest and rebellion, and fought against British forces in order to achieve their goals.



**Loyalists**

They were American colonists who remained loyal to Britain and who opposed independence and often actively supported British efforts to stop the rebellion.



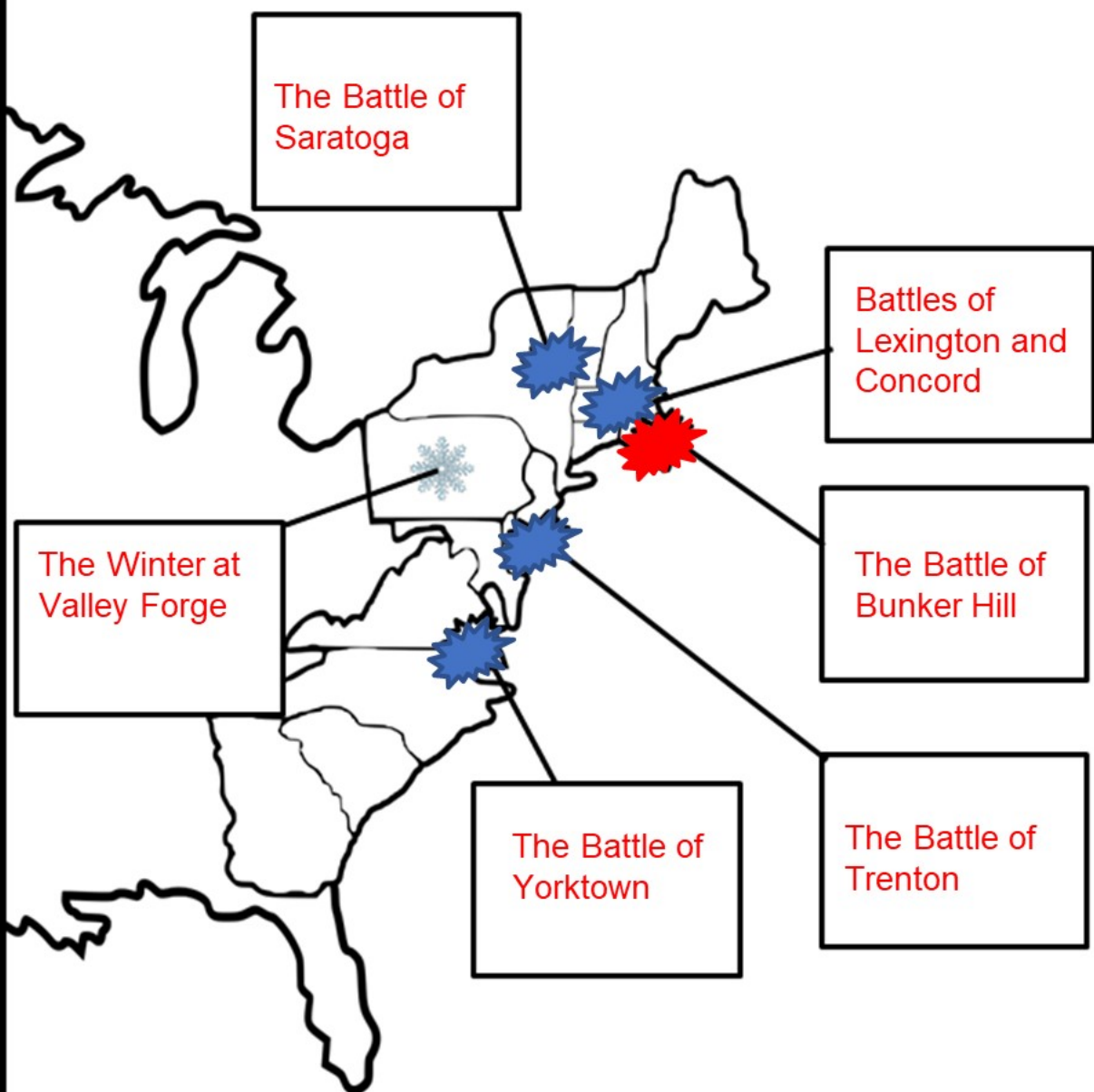
**Sons of Liberty**

They were a secret organization of Patriots who organized protests and boycotts against British policies and played a key role in the resistance movement leading up to the war.

# AMERICAN Revolution

Cut out the title flap. Glue this portion down at the top center of your lap book. Glue the Key Events down to create a stable base. Fold it over to create a pop-up title.

# Battles



Key





# Key Events

## ***Battle of Bunker Hill – June 17, 1775***

The Battle of Bunker Hill, fought on June 17, 1775, was a significant early battle of the American Revolution in which the British defeated the American forces but suffered heavy casualties.



## ***Battle of Trenton – December 26, 1776***

The Battle of Trenton was a pivotal American Revolutionary War battle on December 26, 1776, in which General George Washington's army crossed the Delaware River and defeated Hessian troops stationed in Trenton, New Jersey.



## ***Battle of Saratoga – September – October 1777***

The Battle of Saratoga was a crucial turning point in the American Revolution, as American forces defeated the British in two battles in October 1777, leading to the surrender of a large British army and ultimately securing crucial French support for the American cause.



## ***Winter at Valley Forge – 1777-1778***

The winter at Valley Forge was a difficult and challenging time for the Continental Army during the American Revolution, where soldiers endured extreme weather conditions, disease, and supply shortages, but also received valuable training and discipline under the leadership of General George Washington.



## ***Battle of Yorktown – September 28 – October 19, 1781***

The Battle of Yorktown was the last major battle of the American Revolution, where American and French forces under General George Washington besieged and defeated a British army under General Cornwallis, leading to the eventual surrender of British forces and the end of the war.



## ***Treaty of Paris – September 3, 1783***

The Treaty of Paris, signed in 1783, formally ended the American Revolution and recognized the independence of the United States, with Britain giving up control of its former colonies and establishing the boundaries of the new nation.



# The Declaration of Independence

*The unanimous Declaration of the thirteen united States of America,*  
*When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.*

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --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, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.*

Written by -

Date-



## Grievances

The key grievances in the Declaration of Independence include the belief that the British government had violated the natural rights of American colonists, including the right to life, liberty, and property; that the British had imposed unjust taxes and regulations on the colonies without their consent; that they had denied colonists the right to trial by jury and other basic legal protections.

*We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.*







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# About the Author

## What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.  
-Schlechty's *Design Qualities of engagement*
- ✓ History can be fun and rigorous at the same time.  
-Bower's *Bring Learning Alive!*
- ✓ All students can learn – we just need to support them in different ways.  
-Seidlitz's *Seven Steps*
- ✓ Kids need to continuously review content through games and engaging activities.  
-Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.  
-Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.  
-Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.  
-Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.  
-Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.  
-Kinsella's *Considerate Text*
- ✓ "Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.  
-Muir *Reasons Millennials Get Fired*
- ✓ The best way to improve reading comprehension and scores, is to focus on building knowledge through Social Studies instruction.  
-Wexler *The Knowledge Gap*



Dawn Viñas has served in education for over a quarter of a century.

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and teacher-author. Dawn has provided Social Studies professional development for over 20 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success® with the mission to revolutionize social studies instruction. With a goal of improving instruction, Dawn is currently providing consulting, classroom resources, and professional development services to several school districts across the state of Texas. Do you have a question, or would you like to purchase a license for your district? You can reach Dawn [here](#).

# Social Studies Success

REVOLUTIONIZING SOCIAL STUDIES INSTRUCTION

