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Teaching with Primary Sources Program

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Spring 4-1-2014

## Revolutionary War

Cindy Buher

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# LEARNING ACTIVITY – ELEMENTARY LEVEL

## **The Declaration of Independence: Differentiated Lesson Plan**

### **Overview**

The purpose of this activity is to engage students at varying academic levels in an examination of the Declaration of Independence. Below-level/ELL students will review the historical setting and influential figures surrounding the writing of the Declaration. On-level students will examine parts of the document. Above-level students will examine various source documents for five key phrases from the Declaration. All learners will “rewrite” the Declaration as they evaluate selected wording choices in the document and defend their decisions in class discussion.

### **Objectives**

After completing this learning activity, students will be able to:

- Explain the importance of the Declaration of Independence
- Identify and/or analyze key concepts put forth in the Declaration of Independence
- Evaluate alternate wording choices in the Declaration and defend their decisions

### **Time Required**

Two class periods

### **Recommended Grade Range**

4-5

### **Topic**

United States History/Government

### **Subject**

Social Studies, Language Arts (Reading)

### **Standards**

McREL 4<sup>th</sup> Edition [Standards & Benchmarks](#)

### **Grades K-4 History**

Standard 4. Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols

### **United States History**

Standard 6. Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for the American victory.

### **Language Arts: Reading**

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

### **Language Arts: Listening and Speaking**

Standard 8. Uses listening and speaking strategies for different purposes

### **Thinking and Reasoning**

Standard 6. Applies decision-making techniques.

### **Credits**

Lesson created by Cynthia L. Buher, Whittier Elementary School, Wheaton-Warrenville CUSD #200, Illinois

# List of URLs

## Timeline

<http://memory.loc.gov/ammem/collections/continental/1764-1775>

<http://memory.loc.gov/ammem/collections/continental/timeline.html>

1776-1789

<http://memory.loc.gov/ammem/collections/continental/timelin2.html>

## Declaration of Independence

[http://memory.loc.gov/cgi-bin/query/h?ammem/bdsbib:@field\(NUMBER+@od1\(bdsdcc+02101\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/bdsbib:@field(NUMBER+@od1(bdsdcc+02101)))

## Constitutional Convention

<http://memory.loc.gov/ammem/collections/continental/>

<http://memory.loc.gov/ammem/collections/continental/timeline2f.html>

## Constitution

[http://memory.loc.gov/cgi-bin/query/h?ammem/bdsbib:@field\(NUMBER+@od1\(bdsdcc+c0801\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/bdsbib:@field(NUMBER+@od1(bdsdcc+c0801)))

## Bill of Rights

[http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field\(DOCID+@lit\(bdsdccc1901\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdccc1901)))

## Silverlight (above-level lessons)

### Declaration

<http://myloc.gov/Exhibitions/creatingtheus/DeclarationofIndependence/ExhibitObjects/DeclarationInteractive.aspx>

### Constitution

<http://myloc.gov/Exhibitions/creatingtheus/Constitution/ExhibitObjects/CreatingtheConstitution.aspx>

### Bill of Rights

<http://myloc.gov/Exhibitions/creatingtheus/BillofRights/ExhibitObjects/BillOfRightsInteractive.aspx>

## Rewrite rough draft of the Declaration

<http://myloc.gov/Education/ExhibitObjects/CreatingTheUSOnlineActivity.aspx>

## Sign Declaration

[http://www.archives.gov/exhibits/charters/declaration\\_sign.html](http://www.archives.gov/exhibits/charters/declaration_sign.html)

## George Washington

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/wash>

## Thomas Jefferson

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/presidents/jefferson>

Benjamin Franklin

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/leaders/franklinb>

Name \_\_\_\_\_

## **Bill of Rights**

When the Constitution was agreed upon in September, 1787, there were three men at the Constitutional Convention who would not sign it. They felt that part of the job of government should be to protect the rights of its citizens, and those rights were not clearly stated in the Constitution. On March 4, 1789, the Bill of Rights was suggested. At first, there were 12 amendments, but only 10 were added to the Constitution. (The first two were left out.)

Read through the [Bill of Rights](#). Even though the words are sometimes hard to understand, see if you can figure out what rights these amendments gave to the people.

Do you think life in our country would be different if those amendments had not been added to our government's plan? Make a list of problems that we might have today without the Bill of Rights. (Remember that many other amendments have been added since 1789.)

Now make a collage of pictures representing the ideas in the Bill of Rights.

Name \_\_\_\_\_

## We've Got to Have a Plan

In 1787, Americans knew that they needed a new plan for a strong government to make laws and make sure people followed them. Fifty-five American leaders met in Philadelphia to write the plan. On September 17, 1787, they agreed on a Constitution and sent it to Congress for approval.

Read about the Constitutional Convention. Answer the questions on the handout given to you.

1. Read the first paragraph under 1787, "The Constitutional Convention." Then scroll down to 1788 "The Constitution is Ratified by Nine States." What do you notice about Rhode Island?
2. James Madison wrote the "Virginia Plan." What was included in this plan?
3. Now look at the [Constitution](#). Click on "view text." Look at Articles I, II, and III. How do these compare to the "Virginia Plan?"
4. Go back to the [Constitutional Convention](#). What was the name of the compromise that completed the rough draft of the Constitution?  
What change did this compromise present?
5. Not everyone agreed with this constitution. What were the people called who supported the Constitution? Who opposed the Constitution?
6. The Constitution starts out with a preamble. Work in your group to rewrite the preamble in student-friendly words. Use context clues and a dictionary to help you decide how to write your preamble.
7. After the preamble, there are seven "Articles" that tell you that a new idea is beginning. Write the topic of each of these articles:  
Article I:  
Article II:  
Article III:

8. Nine states had to accept the Constitution before it could become the plan for the new government. Each state took time to debate the ideas in the plan before ratifying (accepting) it. How long did it take New Hampshire, the ninth state, to ratify the Constitution? When did all 13 states become the United States?

Name \_\_\_\_\_

## We've Got to Have a Plan (Handout)

In 1787, Americans knew that they needed a new plan for a strong government to make laws and make sure people followed them. Fifty-five American leaders met in Philadelphia to write the plan. On September 17, 1787, they agreed on a Constitution and sent it to Congress for approval.

Read about the [Constitutional Convention](#). Answer the questions on the handout given to you.

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Who opposed the Constitution? \_\_\_\_\_

6. The Constitution starts out with a preamble. Work in your group to rewrite the preamble in student-friendly words on a separate sheet of paper. Use context clues and a dictionary to help you decide how to write your preamble.

7. After the preamble, there are seven “Articles” that tell you that a new idea is beginning. Write the topic of each of these articles:

Article I: \_\_\_\_\_

Article II: \_\_\_\_\_

Article III: \_\_\_\_\_

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When did all 13 states become the United States? \_\_\_\_\_

9. Where was the first official capitol of the new government?  
Why do you think that location was chosen? \_\_\_\_\_

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Name \_\_\_\_\_

## This is It!

Each of the 13 colonies sent representatives to the Second Continental Congress to talk about issues that concerned them. These leaders wanted to help make life better for the colonists. Important discussions took place about the way that England was treating the colonies. Not everyone agreed on what to do. But after a lot of thinking and debating, the Congress asked a group of five men, called the Committee of Five, to write a statement that told England's King George III that the colonies wanted to be their own country, not a British colony. The committee decided that Thomas Jefferson should use their ideas and write the declaration.

Look at the [Declaration of Independence](#). Click on the image to enlarge it. Work with your group to answer these questions on the handout given to you.

1. What is a declaration?
2. The Continental Congress didn't call this document "The Declaration of Independence." What did they call it?
3. What is the date at the top of this document?
4. What does the word "unanimous" mean?
5. Whose large signature is at the bottom of the Declaration? What was his role in the Continental Congress? How do you know?
6. At the bottom of the Declaration, each colony is listed with its delegates to the Continental Congress. Why do you think some colonies sent more delegates than others did?

Now click on "view text." There are four parts of the Declaration. Read the **introduction** of the Declaration in your group.

7. What do you think is the main idea of this paragraph? What do the verbs "dissolve" and "entitle" mean?
8. The second paragraph is about **human rights**. Read the first sentence of the second paragraph. With your group, write this sentence in your own words. Use context clues to help you understand words you may not know.
9. The last sentence in that paragraph seems to be saying to the world, "Listen up and we'll tell you why we want to be free of British rule."

10. There is quite a long ***list of complaints***. Write at least five things from the Declaration that made the colonist want independence from England.
11. The last paragraph states what the Continental Congress wanted. What words appear more than once in all capital letters to show that they were ***declaring freedom***?
12. The closing sentence states, "...we mutually pledge to each other our Lives, our Fortunes, and our sacred Honour." What do you think this meant to these men? What were they promising to each other? What were some problems or dangers they might face because of this promise?

Name \_\_\_\_\_

## This is It! (Handout)

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Name \_\_\_\_\_

## Meet Some of Our Founding Fathers

The leaders who had the idea that the colonies should become an independent country are called our founding fathers. Three of those important men were George Washington, Thomas Jefferson, and Benjamin Franklin. These men played different roles in the founding of our country, but they also shared some very important ideals.

Read about these three men. Write down some important facts about each of them. Then use your notes to complete a Venn diagram showing how these men were different and how they were the same.

George Washington

Thomas Jefferson

Benjamin Franklin

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## Revolutionary War Critical Content

Subject Expectation 1: The student will understand political systems, with an emphasis on the United States.

***EL1 Understand and explain basic principles of the United States government***

EL1 b Explain the importance of major documents including  
Declaration of Independence  
U.S. Constitution and its commemoration on Sept. 17  
Bill of Rights

***EL4 Understand the roles and influences of individuals and interest groups in the political systems of the United States***

EL4 a Explain ways that individuals and groups influence and shape public policy (such as colonists)

EL4 b Discuss the importance of citizens' having and supporting common democratic values and principles expressed in the nation's core documents

EL4 c Explain how important figures reacted to their times and why they were significant to the history of our democracy  
George Washington and Thomas Jefferson

***EL6 Understand the development of United States political ideas and traditions***

EL6 b Define liberty and patriotism

EL6 e Explain the meaning of American symbols including  
Liberty Bell

EL6 f Explain how songs, symbols, and slogans demonstrate freedom of expression and the role for protest in democracy

***EL7 Formulate and defend reasoned judgments and evaluate those of others regarding political topics***

EL7 b Demonstrate an understanding that different people may describe the same event or situation in diverse ways but must provide reasons or evidence for their views (Tories and Yankees)

EL7 d Interpret quotes of famous Americans from various periods of history

EL7 e Determine causes and effects of the American Revolution



Subject Expectation 2: The student will understand economic systems, with an emphasis on the United States.

**EL3** *Understand that scarcity necessitates choices by producers*

EL3 d Describe how entrepreneurs take risks in order to produce goods or services – Benjamin Franklin

Subject Expectation 3: The student will understand events, trends, individuals, and movements shaping the history of the United States.

**EL1** *Apply the skills of historical analysis and interpretation*

EL1 a Read historical stories and determine events which influenced their writing including the Revolutionary War

EL1 b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present including Thomas Jefferson, Benjamin Franklin, George Washington

EL1 c Ask questions and seek answers by collecting and analyzing data from historic documents, images, and other literary and non-literary sources  
\*Analyze and interpret information from pictures and news sources related to historical events and people  
\*Interpret and/or complete data presented in timeline format  
\*Sequence major historical events in the United States history on a timeline relative to the Revolutionary War

**EL2** *Understand the development of significant political events*

EL2 b Identify major causes of the American Revolution and describe the consequences of the Revolution through the early national period including the roles of George Washington, Thomas Jefferson, and Benjamin Franklin including

\*Taxation without representation including the Stamp Act and Boston Tea Party  
\*Monarchy vs. democracy

EL2 d Identify presidential elections that were pivotal in the formation of modern political parties including George Washington

EL2 e Identify the chronology of major political events and leaders within the United States historical eras including the role of Thomas Jefferson

**EL4** *Understand United States social history*

EL4 d Explain why events are celebrated with a national holiday including the Fourth of July

**EL4** *Understand United States social history*

EL4 c Describe the influence of key individuals and groups in the historical era of the United States

**EL6** *Formulate and defend reasoned judgments and evaluate those of others regarding historical topics*

EL6 b Evaluate the choices made and roles undertaken in the American Revolution by different groups and what they hoped or feared from revolution

## Lesson Ideas

### **Introduction to the Revolutionary War**

Read a picture book like Yankee Doodle America (Wendell Minor)  
(I found a copy in our school's LLC)

*Lesson idea: Students complete a predictogram to access prior knowledge. (Lessons in Literacy p. 238)*

### **If You Lived at the Time of the American Revolution** (Kay Moore)

Read about the causes and effects of Revolutionary War

*Lesson idea: Students begin T-chart. They will be gathering more information during other lessons about the causes and effects of the war.*

Read about Patriots and Loyalists including the roles of some famous Patriots and Loyalists

*Lesson idea: Students could choose the side of a Patriot or Loyalist or a person who is undecided and debate the issue of revolution at a town meeting. Patriots could argue against unfair British laws.*

*Loyalists could argue for the benefits of continued British protection.*

- OR -

*An on-the-street reporter could interview these people after the first public reading of the Declaration of Independence on July 8, 1776.*

- OR -

*Students write a diary entry explaining their reasons for choosing their position and their concerns about how life will be if the other side wins.*

**Novels** - literature circles. (I'm not certain about what novels each school has.)

And Then What Happened, Paul Revere?

Who was Benjamin Franklin?

Who was Thomas Jefferson?

The Midnight Ride of Sybil Ludington

Other related fantasy novels (not class sets):

George Washington's Socks

Ben and Me (Robert Lawson)

*Lesson idea: A jigsaw activity would give the students an opportunity to both share what they read and learn about the roles of other influential people of the time. After sharing their findings, each group could create a graphic representation of common themes.*

American Revolution: Magic Tree House Research Guide (Mary Pope Osborne)

Contains information relevant to our critical content

*Lesson idea: Main idea/detail booklet of the Revolutionary War*

**Timeline lesson** (“It’s About Time”) uses Library of Congress resources

Time Period: 1764-1787

Online activity (directions with handout / hyperlinks)

*Lesson idea:*

*Assign a portion of the timeline to groups.*

*After students read their portion of the timeline, they create a portion of a class timeline, using dates, short descriptions, and graphics.*

*Part of this lesson is also on how to “read” a photograph.*

**Charters of Freedom (Declaration of Independence, Constitution, Bill of Rights)**

Below-level learners:

Students may access information about these 3 documents in the Library of Congress website – LOC.gov -> Kids, families -> America’s Library.

Thomas Jefferson link leads to the Declaration of Independence.

James Madison link leads to the Constitution.

Revolutionary War -> Freedom of Speech, Freedom of Religion link leads to the Bill of Rights

On-level learners:

**Declaration of Independence lesson** (“This is It!”) uses Library of Congress resources

Evaluate the document

Online activity (directions with handout / hyperlinks)

*Lesson idea:*

*Students view a copy of the Declaration and are guided in how to “read” a document.*

**Constitution lesson** (“We’ve Got to Have a Plan”) using Library of Congress resources

Evaluate the document and Constitutional Convention process

Online activity (directions with handout / hyperlinks)

*Lesson idea:*

*Students view a copy of the Constitution and an article about the Constitutional Convention to evaluate the document and the process involved in its ratification.*

**Bill of Rights lesson** (“Bill of Rights”) uses Library of Congress resources

View printed copy of Bill of Rights – interpret meaning

Online activity (directions with handout / hyperlinks)

*Lesson idea:*

*Students read/interpret each of the first 10 amendments and make a collage representing the values put forth in this document.*

### Above-level learners

Silverlight lessons - if our district downloads “Silverlight” onto our computers, there are some interesting and challenging interactive lessons on the Library of Congress site.

#### **Declaration of Independence**

<http://myloc.gov/Exhibitions/creatingtheus/DeclarationofIndependence/ExhibitObjects/DeclarationInteractive.aspx>

Thomas Jefferson referenced five English, Scottish, and American documents as he wrote the Declaration. Five key principles are evaluated (pursuit of happiness, Students click on a principle, “transcribe” shows the passage in print with wording that was omitted (dark print) and added (italics). They may also click on the five referenced documents to view the original wording. This supports the “common democratic values and principles” piece of our content.

#### *Lesson idea:*

*Students choose one topic to research, reading the wording from each source document and the Declaration. Students consider intent behind adding this principle to the Declaration.*

\*\* Note – the following links to the Constitution and the Bill of Rights follow the same format as the Declaration of Independence.

**Constitution:**<http://myloc.gov/Exhibitions/creatingtheus/Constitution/ExhibitObjects/CreatingtheConstitution.aspx>

#### **Bill of Rights:**

<http://myloc.gov/Exhibitions/creatingtheus/BillofRights/ExhibitObjects/BillOfRightsInteractive.aspx>

### All learners:

#### **Declaration of Independence**

<http://myloc.gov/Education/ExhibitObjects/CreatingTheUSOnlineActivity.aspx>

A copy of the Declaration is displayed with conversation bubbles. Students click on each bubble and are given a choice of wording (one that was considered and one that was chosen. Students make a choice of wording for each bubble. At the end, they click submit and print out a copy of the Declaration with their wording choices. Students discuss how decisions of the founding fathers may have been different based upon the students’ Declaration. This supports the “evaluate choices made/what they hoped and feared from revolution” piece of our content.

**Declaration of Independence** lesson using National Archives resources

[http://www.archives.gov/exhibits/charters/declaration\\_sign.html](http://www.archives.gov/exhibits/charters/declaration_sign.html)

Just for fun – students sign and then print out their own copy of the Declaration of Independence.

**Founding Fathers lesson** (“Meet Some of the Founding Fathers”) using Library of Congress resources

Read about George Washington, Thomas Jefferson, and Benjamin Franklin  
Online Activity (directions with handout)

*Lesson idea: Students take notes on each of these three leaders then complete a three-circle Venn diagram. (Venn diagram Lessons in Literacy p.167)*

**Famous Words lesson** (quotations from Celebrate Freedom – Scott Foresman)

Quotations of some of the founding fathers

Worksheet

*Lesson idea:*

*Students work in groups to understand what the quotations meant in the 1700s and what they mean to us today.*

**Sing a Song of Freedom lesson**

Song titles from If You Lived at the Time of the American Revolution – Kay Moore

Titles of Revolutionary War era songs

Worksheet

*Lesson idea:*

*Sing “Yankee Doodle” and figure out what the British were saying about the colonists in this song. Read the titles of other Revolutionary War era songs to determine if they represented freedom of expression or protest.*

**Possible Culminating Activities** (taking into account multiple intelligences)

Make a class newspaper (expository articles, editorials-persuasive, poetry, drawings, advertisements)

Make a set of Broadside (Broadside were papers printed and posted on trees and buildings during colonial days to keep the citizens informed. They acted much like our newspapers today.)

TV talk show

Make models to put into a time capsule representing the era

Make a game board or card game for classmates to play

Write a parody (each topic of study in its own verse)

Write a collection of journal entries reflecting on life before, during, and after the Revolutionary War

**Library of Congress website**

Library of Congress has some kid-friendly short articles with pictures and timelines.

LOC.gov -> Kids, families -> America’s Library -> choose person or topic

LOC.gov -> Teachers -> American Memory (interesting links)

LOC.gov -> myloc.gov -> Creating the U.S. (interactive lessons and documents)

**The National Archives**

The National Archives has some interesting information in their Digital Vault link and through their Boeing Learning Center link.

## Revolutionary War

Much of our critical content relates to the Revolutionary War. Included is a listing of only these topics in our curriculum to help guide our lesson planning. There is also a collection of possible lessons that relate to these topics based upon trade books and website resources from the Library of Congress and the National Archives. This collection is not so much a unit as it is a menu of lessons and resources to add to your own ideas as you plan the most effective way to address this curriculum with your classroom of learners.

Here's what may be found in this folder:

Brief letter

Revolutionary War Critical Content

Revolutionary War *Understanding by Design* guidelines

Lesson ideas using trade books and online resources, culminating activities, other resources from the Library of Congress and The National Archives websites.

**Lessons with worksheets:**

It's About Time (timeline 1764-1789) – online Library of Congress

This is It! (Declaration of Independence) – online Library of Congress

We've Got to Have a Plan (Constitution) – online Library of Congress

Bill of Rights – online Library of Congress

Meet Some of the Founding Fathers – online Library of Congress

Famous Words (quotations) – [Celebrate Freedom](#)

Sing a Song of Freedom (song titles) – [If you Lived at the Time...](#)

List of URLs for online lessons

Please e-mail me if I may be of help. [cbuher@cusd200.org](mailto:cbuher@cusd200.org)

Name \_\_\_\_\_

## Famous Words

Some words, even though said long ago, still have importance and meaning to us today. Here are some words of important leaders during the early years of our country. See if you can figure out what they were saying to the people of their time and what they are saying to us today.

Thomas Jefferson (about Declaration of Independence) (p.33)

“...it was intended to be an expression of the American mind, and to give to that expression the proper tone and spirit called for...”

Benjamin Franklin (when signing the Declaration of Independence)

“We must indeed all hang together, or assuredly we shall all hang separately.” (p.33)

John Quincy Adams

“Our Constitution...rests upon the good sense and attachment of the people. This basis...has not yet been found to fail.” (p.35)

Thomas Jefferson

“A nation, as a society, forms a moral person, and every member of it is personally responsible for his society.” (p.40)

George Washington

“Honesty in States, as well as Individuals, will ever be found the soundest policy.” (p.44)

Benjamin Franklin

“An honest man will receive neither money nor praise, that is not his due.: (p.44)

John Adams (about the White House) (p.45)

“May none but honest and wise men ever rule beneath this roof.”

Taken from Celebrate Freedom (Scott Foresman)

Name \_\_\_\_\_

## Sing a Song of Freedom

Music has always been a powerful way for people to express their thoughts. Sometimes songs are written and sung to tell about things that make us happy, sad, or angry. The Bill of Rights gives us this right for freedom of expression. Sometimes songs are written to protest, or complain about, rules or people that we think are unfair.

The song “Yankee Doodle” was first sung by the British about the colonists. A “doodle” was a person who wasn’t very smart. “Macaroni” was another word for a well-dressed man. Sing the words to this song to figure out how the British felt about the colonists. It’s interesting to note that during the Revolutionary War, the Patriots liked that song and sung it proudly about themselves.

Read the titles of some songs sung during the Revolutionary War era. Can you figure out if they might have represented freedom of expression or protest?

“War and Washington” (p.35)

“General Burgoyne’s Surrender” (about a British officer who lost a major battle) (p.35)

“God Save the King” (p.36)

“The Yankey’s Return from Camp” (p.70)

A song about the Tories (p.72)

Song titles taken from If you Lived at the Time of the American Revolution  
(Kay Moore)



Name \_\_\_\_\_

## It's About Time

Many events occurred in the colonies before they declared independence from England. Read some of the major events in this [timeline](#) (1764-1775 or 1776-1789). Work with your group to create your own portion of our classroom visual timeline. Mark a check next to your assigned year(s).

<input type="checkbox"/> 1764-1765	<input type="checkbox"/> 1776
<input type="checkbox"/> 1766-1767	<input type="checkbox"/> 1777-1778
<input type="checkbox"/> 1768-1769	<input type="checkbox"/> 1779-1782
<input type="checkbox"/> 1770-1772	<input type="checkbox"/> 1783-1784
<input type="checkbox"/> 1773-1774	<input type="checkbox"/> 1785-1786
<input type="checkbox"/> 1775	<input type="checkbox"/> 1787-1788

On your timeline, be sure to include important dates, a short description of why each event was important, and graphics to help us all remember the events. Be prepared to share your timeline with the class.

Click on the painting "[The Signing of the Declaration of Independence](#)" on this webpage to enlarge it. Think about the story that the picture tells. Write your answers to these questions on the handout given to you.

1. Who are these men?
2. How are they dressed?
3. Why do you think some of the men are sitting and some are standing?
4. Do you think that all of the papers on the table are parts of the Declaration of Independence?
5. There are 3 men standing in the background who seem to be talking with one another quietly. What might they be discussing?
6. What story do the faces of the men tell? Do you think they're all feeling the same way about signing the Declaration of Independence?
7. Describe the flag in the picture. Why do you think that the artist decided to include the flag in this painting?

Name \_\_\_\_\_

## It's About Time (Handout)

Many events occurred in the colonies before they declared independence from England. Read some of the major events in this [timeline](#). Work with your group to create your own portion of our classroom visual timeline. Mark a check next to your assigned year(s).

___ 1764-1765	___ 1776
___ 1766-1767	___ 1777-1778
___ 1768-1769	___ 1779-1782
___ 1770-1772	___ 1783-1784
___ 1773-1774	___ 1785-1786
___ 1775	___ 1787-1788

Be sure to include important dates, a short description of why each event was important, and graphics to help us all remember the events. Be prepared to share your timeline with the class.

Click on the painting "[The Signing of the Declaration of Independence](#)" on this page to enlarge it. Think about the story that the picture tells. Write your answers to these questions here.

1. Who are these men? \_\_\_\_\_

---

2. How are they dressed? \_\_\_\_\_

---

3. Why do you think some of the men are sitting and some are standing? \_\_\_\_\_

---

4. Do you think that all of the papers on the table are parts of the Declaration of Independence? Explain your answer.

---

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5. There are 3 men standing in the background who seem to be talking with one another quietly. What might they be discussing?

---

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6. What story do the faces of the men tell? Do you think they're all feeling the same way about signing the Declaration of Independence? \_\_\_\_\_

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7. Describe the flag in the picture. Why do you think that the artist decided to include the flag in this painting?

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## List of URLs

Timeline <http://memory.loc.gov/ammem/collections/continental/>  
1764-1775 <http://memory.loc.gov/ammem/collections/continental/timeline.html>  
1776-1789 <http://memory.loc.gov/ammem/collections/continental/timelin2.html>

Declaration of Independence [http://memory.loc.gov/cgi-bin/query/h?ammem/bdsbib:@field\(NUMBER+@od1\(bdsdcc+02101\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/bdsbib:@field(NUMBER+@od1(bdsdcc+02101)))

Constitutional Convention

<http://memory.loc.gov/ammem/collections/continental/>  
<http://memory.loc.gov/ammem/collections/continental/timeline2f.html>  
Constitution [http://memory.loc.gov/cgi-bin/query/h?ammem/bdsbib:@field\(NUMBER+@od1\(bdsdcc+c0801\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/bdsbib:@field(NUMBER+@od1(bdsdcc+c0801)))

Bill of Rights [http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field\(DOCID+@lit\(bdsdccc1901\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdccc1901)))

Silverlight (above-level lessons)

Declaration

<http://myloc.gov/Exhibitions/creatingtheus/DeclarationofIndependence/ExhibitObjects/DeclarationInteractive.aspx>

Constitution

<http://myloc.gov/Exhibitions/creatingtheus/Constitution/ExhibitObjects/CreatingtheConstitution.aspx>

Bill of Rights

<http://myloc.gov/Exhibitions/creatingtheus/BillofRights/ExhibitObjects/BillOfRightsInteractive.aspx>

Rewrite rough draft of the Declaration

<http://myloc.gov/Education/ExhibitObjects/CreatingTheUSOnlineActivity.aspx>

Sign Declaration [http://www.archives.gov/exhibits/charters/declaration\\_sign.html](http://www.archives.gov/exhibits/charters/declaration_sign.html)

George Washington <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/wash>

Thomas Jefferson <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/presidents/jefferson>

Benjamin Franklin <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/leaders/franklinb>