



# Teacher's Guide American Revolution



## Dear Educator,

Relive the historic conflict between England and the colonies that led to the birth of America! While reading **KIDS DISCOVER** *American Revolution*, your young historians will learn about the fascinating topics at right.

This Teacher's Guide is filled with activity ideas and blackline masters to help your students enjoy and learn more from *American Revolution*. Select or adapt the activities that suit your students' needs best.

Thank you for making **KIDS DISCOVER** a part of your classroom.

Sincerely,

**KIDS DISCOVER**

P.S. We would love to hear from you!  
E-mail your comments and ideas to [teachers@kidsdiscover.com](mailto:teachers@kidsdiscover.com)

## Meeting the Standards

✓ United States History: Era 3  
Revolution and the New Nation (1754-1820s)

✓ World History: Era 7 An Age of  
Revolutions, 1750-1914  
– *National Standards for History*

✓ Visit [www.kidsdiscover.com/standards](http://www.kidsdiscover.com/standards)  
to find out more about how **KIDS  
DISCOVER** meets state and national  
standards.

## PAGES WHAT'S IN AMERICAN REVOLUTION

### 2-3 **Revolt!**

The Boston Tea Party, Boston Massacre, and other conflicts that led to an armed revolt in 1775

### 4-5 **What Happened? (1775-1783)**

An illustrated time line of major events from April 1775 to November 1783

### 6-7 **A Soldier's Life**

Who were the Continental and British soldiers?

### 8-9 **On the Homefront**

What did women do during the war?

### 10-11 **Celebrate!**

A painting of New Yorkers tearing down a statue of King George III on July 9, 1776

### 12-13 **The American Revolution Live!**

Modern-day reenactments keep the Revolutionary War battles alive—plus, meet a minuteman!

### 14-15 **Portraits from the Revolution**

Ten men and women who influenced the Revolutionary War

### 16-17 **The World Turned Upside Down**

The end of the war was just the beginning of the battle to forge a new nation

### 18-19 **Student Activities**

A word search, matching, time line, resources, and more!

## • IN THIS TEACHER'S GUIDE •

### 2 **Prereading Activities**

### 3 **Get Set to Read (Anticipation Guide)**



### 4 **Discussion and Writing Questions**

### 5-6 **It's in the Reading (Reading Comprehension)**



### 7 **Everything Visual (Graphic Skills)**



### 8 **Cross-Curricular Extensions**

### 9-12 **Answer Keys to Blackline Masters**

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# PREREADING ACTIVITIES



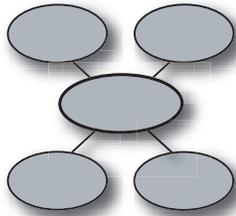
**B**efore distributing **KIDS DISCOVER *American Revolution***, activate students' prior knowledge and set a purpose for reading with these activities.

## Discussion

To get students thinking about how this topic relates to their interests and lives, ask:

- ✓ What does the word "revolution" mean to you?
- ✓ What do you want to learn about the American Revolution?

## Concept map



**E**xplain to students that they will be reading *American Revolution*. Ask: *What are some words that are related to the American Revolution?* List students' responses on the board. (See box below for some terms

they may suggest.) After creating a list, ask students to group the words into categories, such as **People** or **Places**. Create a concept map by writing *American Revolution* on the board and circling it. Write the categories around the circle and draw lines between the ideas to show connections. Then write the words from the list around the appropriate categories. Encourage students to add more words to the concept map as they read *American Revolution*.

### KEY TERMS

- |                     |                |
|---------------------|----------------|
| ✓ George Washington | ✓ Yorktown     |
| ✓ Thomas Paine      | ✓ Valley Forge |
| ✓ King George III   | ✓ Boston       |
| ✓ Thomas Jefferson  | ✓ Bunker Hill  |
| ✓ Britain           | ✓ Philadelphia |
| ✓ Continental Army  | ✓ minuteman    |

## Get Set to Read (Anticipation Guide)



**C**opy and distribute the **Get Set to Read** blackline master (page 3 of this Teacher's Guide). Explain to students that this **Anticipation Guide** will help them find out what they know and what misconceptions they have about the topic. **Get Set to Read** is a list of statements—some true, some false. Ask students to write whether they think each statement is true or false in the **Before Reading** column. Be sure to tell students that it is not a test and they will not be graded on their answers. The activity can be completed in a variety of ways for differentiated instruction:

- ◆ **Have students** work on their own or in small groups to complete the entire page.
- ◆ **Assign pairs** of students to focus on two statements and to become "experts" on these topics.
- ◆ **Ask students** to complete the **Before Reading** column on their own, and then tabulate the class's answers on the chalkboard, on an overhead transparency, or on your classroom computer.
- ◆ **Review the statements** orally with the entire class.

If you predict that students will need assistance finding the answers, complete the **Page Number** column before copying **Get Set to Read**.

## Preview

**D**istribute *American Revolution* and model how to preview it. Examine **titles, headings, words in boldface type, pictures, charts, and captions**. Then have students add new information to the **Concept Map**. If students will only be reading a few pages at one sitting, preview only the selected pages.

## BE WORD WISE WITH POWER VOCABULARY!

**Y**ou have exclusive access to additional resources including Power Vocabulary blackline masters for every available KIDS DISCOVER title! These activities introduce students to 15 specialized and general-use vocabulary words from each KIDS DISCOVER title. Working with both types of words helps students develop vocabulary, improve comprehension, and read fluently. Follow the links from your Teacher's Toolbox CD-ROM and find your title to access these valuable resources:

- ◆ Vocabulary cards
- ◆ Crossword puzzle
- ◆ Word find
- ◆ Matching
- ◆ Cloze sentences
- ◆ Dictionary list

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

# Get Set to Read

What do you know about the American Revolution? In **Before Reading**, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER American Revolution**. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

**CHALLENGE:** Rewrite each false sentence in a way that makes it true.

Before Reading		After Reading	Page Number
_____	1. By 1773 Great Britain had removed all taxes on the American colonies except one on tea.	_____	_____
_____	2. The British won the Battle of Bunker Hill.	_____	_____
_____	3. Paul Revere rode to Concord to warn the minutemen that the British were coming.	_____	_____
_____	4. Native Americans fought on both sides, but most sided with the Patriots.	_____	_____
_____	5. Colonial women were supposed to leave politics and business to men.	_____	_____
_____	6. On July 9, 1776, New Yorkers tore down a statue of George Washington.	_____	_____
_____	7. The Lexington Minutemen is the only colonial militia still in existence.	_____	_____
_____	8. Benedict Arnold was both a Patriot and a traitor.	_____	_____
_____	9. Baron von Steuben came from France to fight in the American Revolution.	_____	_____
_____	10. The first ten amendments to the Constitution are called the Articles of Confederation.	_____	_____



**Use the following questions as oral discussion starters or for journaling. For additional in-class discussion and writing questions, adapt the questions on the reading comprehension blackline masters on pages 5 and 6.**

### Pages 2–3

In the 1600s and 1700s, people left Great Britain to come to America for religious freedom, economic gain, adventure, a new life, and other reasons.



Ask:

- ✓ *What one reason, above all others, would make you leave your homeland? Explain.*

### Pages 2–3

The colonists wanted to be free of British rule.

Ask:

- ✓ *Why do you think freedom from Great Britain was so important that the colonists were willing to put their lives on the line for it? Explain.*

### Pages 4–5

Several major events are shown in the time line on pages 4–5. Ask:

- ✓ *Why do you think the author chose these events to list on the time line?*
- ✓ *Which event do you feel is most important? Why?*

### Pages 6–7

Boys as young as 14 could enlist in the army to fight during the American Revolution, but only with their parents' permission. Ask:

- ✓ *As a teenager during the American Revolution, would you have been willing to fight in an army? Explain.*
- ✓ *Do you think girls of 14 should also have been able to fight in the American Revolution? Explain.*
- ✓ *What age do you think is an appropriate one for a person to be able to fight in an army? Why?*

### Pages 6–7

The American soldiers fought against the finest fighting force in Europe—and triumphed. Part of the reason for the victory was George Washington's strategy. Ask:

- ✓ *What might be other reasons Americans were victorious?*

### Pages 8–9

- ✓ *How has the role of women during wartime changed since the American Revolution?*

- ✓ *How would you feel if you were forced to house officers in your home?*

### Pages 10–11

- ✓ *Why do you think the crowd tore down the statue of King George III?*

### Pages 12–13

In several places, reenactments of famous Revolutionary War battles are staged. Ask:

- ✓ *Has anyone seen a reenactment of a Revolutionary War battle? If so, describe it. Would you like to be part of a reenactment? Explain.*

### Pages 14–15

Ask students to look at and read about each of the people featured on pages 14–15. Ask:

- ✓ *What type of personality or characteristics do you think each of these people had in order to accomplish the things that they did?*
- ✓ *Which of these people would you most like to meet? Why? What questions would you ask the person?*

### Pages 16–17

The Bill of Rights is the first ten amendments to the Constitution. They guarantee, among other things, freedom of religion, speech, the press, public assembly, freedom from unlawful search and seizure, no punishment except by due process of law, and the right to bear arms. Ask:

- ✓ *Which of these freedoms do you think is most important? Why?*

**Use KIDS DISCOVER to demonstrate think-aloud questioning strategies for expository text.**



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

## It's in the Reading

After reading **KIDS DISCOVER American Revolution**, choose the best answer for each question. Fill in the circle.



*Find your answers on the pages shown in the book icon next to each question.*

**1. All of the following are effects of the French and Indian War except \_\_\_\_.**

- A. Great Britain wanted to tax the American colonies to help pay for the war
- B. Great Britain drove France out of North America
- C. Great Britain refused to let the colonists elect representatives to Parliament
- D. Great Britain was left with huge war debts



**2. The Declaration of Independence was signed \_\_\_\_.**

- A. before the Second Continental Congress
- B. after the British evacuated Boston
- C. after the British gained control of New York City
- D. before the Battle of Bunker Hill



**3. Which event happened first?**

- A. Howe's capture of Philadelphia
- B. Washington's defeat at Germantown
- C. Burgoyne's surrender at Saratoga
- D. Washington's crossing of the Delaware River



**4. Both British and American soldiers \_\_\_\_.**

- A. carried flintlock muskets with sharp bayonets
- B. wore bright red coats and white breeches
- C. were hired from small German principalities
- D. allowed Native Americans, slaves, and women to join their ranks



**5. Which conclusion can you draw from the information on pages 8 and 9?**

- A. Women were not allowed to help in the Revolution.
- B. Loyalist women were more involved in the Revolution than Patriot women.
- C. Women played an important part in the Revolution.
- D. Patriot women had difficulty finding ways to help in the Revolution.





# It's in the Reading (continued)

**6. Why did New Yorkers tear down a statue of King George III?**

- A. They wanted to put up a statue of George Washington instead.
- B. They no longer considered George III their king.
- C. The Declaration of Independence required statues of the king to be torn down.
- D. They had always been opposed to being British subjects.



**7. Members of the New York American Revolution Round Table meet at the Fraunces Tavern in New York City because \_\_\_\_.**

- A. Washington said farewell to his officers there
- B. British General Cornwallis surrendered there
- C. the Lexington Minutemen fought the British there
- D. Washington's troops paraded there before crossing the Delaware River



**8. All of the following are statements of facts except \_\_\_\_.**

- A. Thomas Paine wrote a pamphlet arguing for independence from Britain
- B. Abigail Adams was an intelligent woman who should have been a politician
- C. Lafayette was involved in two revolutions in two different countries
- D. Thomas Jefferson rewrote the Declaration of Independence many times



**9. The Articles of Confederation did not work because \_\_\_\_.**

- A. they did not unite the 13 states
- B. they allowed Congress to raise an army and make war
- C. they did not establish a strong national government
- D. they required the states to pay taxes to the national government



**10. All of the following appear in the Bill of Rights except \_\_\_\_.**

- A. freedom from unlawful search and seizure
- B. right to bear arms
- C. freedom of the press
- D. prohibition of slavery



**11. Explain why the Bill of Rights was added to the Constitution. What do these amendments protect? Why are they important, even for people in a democracy who have a say in their government?**

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

## Everything Visual

In a time line, a series of events is shown along a horizontal or vertical line. The events are labeled with dates and often explained in captions. A time line clearly shows not only the sequence of the events, but the time intervals between events. Look at the time line on pages 4–5. Answer these questions.

1. Where does the time line begin on the pages? Where does it end? How do you follow the time line?

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2. What is the first event on the time line? What is the last event? How much time does the time line cover?

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3. Which happened first—the meeting of the Second Continental Congress or the British evacuation of Boston?

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4. Does the signing of the Declaration of Independence happen before or after Washington's crossing of the Delaware River?

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5. How much time passes between Burgoyne's surrender at Saratoga and the signing of the peace treaty in Paris?

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6. Thomas Paine wrote "Common Sense" in January 1776. Burgoyne captured Fort Ticonderoga on July 6, 1777. Where would you put these events on this time line?

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7. Why is a time line a good way to show the events in a war?

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Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## Get Set to Read

What do you know about the American Revolution? In *Before Reading*, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER *American Revolution***. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

**CHALLENGE:** Rewrite each false sentence in a way that makes it true.

Before Reading	After Reading	Page Number
_____ 1. By 1773 Great Britain had removed all taxes on the American colonies except one on tea.	_____ <i>True</i>	_____ <i>p. 3</i>
_____ 2. The British won the Battle of Bunker Hill.	_____ <i>True</i>	_____ <i>p. 5</i>
_____ 3. <del>Paul Revere</del> <b>Dr. Prescott</b> rode to Concord to warn the minutemen that the British were coming.	_____ <i>False</i>	_____ <i>p. 5</i>
_____ 4. Native Americans fought on both sides, but most sided with the <del>Patriots</del> <b>British</b> .	_____ <i>False</i>	_____ <i>p. 6</i>
_____ 5. Colonial women were supposed to leave politics and business to men.	_____ <i>True</i>	_____ <i>p. 9</i>
_____ 6. On July 9, 1776, New Yorkers tore down a statue of <del>George Washington</del> <b>King George III</b> .	_____ <i>False</i>	_____ <i>p. 10</i>
_____ 7. The Lexington Minutemen is the only colonial militia still in existence.	_____ <i>True</i>	_____ <i>p. 13</i>
_____ 8. Benedict Arnold was both a Patriot and a traitor.	_____ <i>True</i>	_____ <i>p. 14</i>
_____ 9. Baron von Steuben came from <del>France</del> <b>Prussia</b> to fight in the American Revolution.	_____ <i>False</i>	_____ <i>p. 15</i>
_____ 10. The first ten amendments to the Constitution are called the <del>Articles of Confederation</del> <b>Bill of Rights</b> .	_____ <i>False</i>	_____ <i>p. 17</i>



Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## It's in the Reading

After reading **KIDS DISCOVER American Revolution**, choose the best answer for each question. Fill in the circle.



Find your answers on the pages shown in the book icon next to each question.

**1. All of the following are effects of the French and Indian War except \_\_\_\_.**

- A. Great Britain wanted to tax the American colonies to help pay for the war
- B. Great Britain drove France out of North America
- C. Great Britain refused to let the colonists elect representatives to Parliament (*cause and effect*)
- D. Great Britain was left with huge war debts



**2. The Declaration of Independence was signed \_\_\_\_.**

- A. before the Second Continental Congress
- B. after the British evacuated Boston (*sequence*)
- C. after the British gained control of New York City
- D. before the Battle of Bunker Hill



**3. Which event happened first?**

- A. Howe's capture of Philadelphia
- B. Washington's defeat at Germantown
- C. Burgoyne's surrender at Saratoga
- D. Washington's crossing of the Delaware River (*sequence*)



**4. Both British and American soldiers \_\_\_\_.**

- A. carried flintlock muskets with sharp bayonets (*comparison*)
- B. wore bright red coats and white breeches
- C. were hired from small German principalities
- D. allowed Native Americans, slaves, and women to join their ranks



**5. Which conclusion can you draw from the information on these two pages?**

- A. Women were not allowed to help in the Revolution.
- B. Loyalist women were more involved in the Revolution than Patriot women.
- C. Women played an important part in the Revolution. (*comparison*)
- D. Patriot women had difficulty finding ways to help in the Revolution.



**6. Why did New Yorkers tear down a statue of King George III?**

- A. They wanted to put up a statue of George Washington instead.
- B. They no longer considered George III their king. (*inference*)
- C. The Declaration of Independence required statues of the king to be torn down.
- D. They had always been opposed to being British subjects.



**7. Members of the New York American Revolution Round Table meet at the Fraunces Tavern in New York City because \_\_\_\_.**

- A. Washington said farewell to his officers there (*draw conclusions*)
- B. British General Cornwallis surrendered there
- C. the Lexington Minutemen fought the British there
- D. Washington's troops paraded there before crossing the Delaware River



**8. All of the following are statements of facts except \_\_\_\_.**

- A. Thomas Paine wrote a pamphlet arguing for independence from Britain
- B. Abigail Adams was an intelligent woman who should have been a politician (*fact and opinion*)
- C. Lafayette was involved in two revolutions in two different countries
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**9. The Articles of Confederation did not work because \_\_\_\_.**

- A. they did not unite the 13 states
- B. they allowed Congress to raise an army and make war
- C. they did not establish a strong national government (*cause and effect*)
- D. they required the states to pay taxes to the national government



**10. All of the following appear in the Bill of Rights except \_\_\_\_.**

- A. freedom from unlawful search and seizure
- B. right to bear arms
- C. freedom of the press
- D. prohibition of slavery (*details*)



**11. Explain why the Bill of Rights was added to the Constitution. What do these amendments protect? Why are they important, even for people in a democracy who have a say in their government?**

*Answers will vary, but students should show that they understand that even though Americans acknowledged the need for a strong central government and planned for one in the Constitution, they also feared that such a government might become too powerful and endanger the rights of individuals. Even though such rights may be assumed in a democracy, they felt it would be best to make sure those rights were spelled out clearly and plainly in any plan for a federal government, such as that outlined in the Constitution.*



Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## Everything Visual

In a time line, a series of events is shown along a horizontal or vertical line. The events are labeled with dates and often explained in captions. A time line clearly shows not only the sequence of the events, but the time intervals between events. Look at the time line on pages 4–5. Answer these questions.

1. Where does the time line begin on the pages? Where does it end? How do you follow the time line?

*The time line begins near the upper left corner of the left-hand page and ends near the lower right corner of the right-hand page. You read the time line from left to right and from top to bottom.*

2. What is the first event on the time line? What is the last event? How much time does the time line cover?

*The first event on the time line is the Battles of Lexington and Concord on April 19, 1775, and the last event is the official disbanding of the Continental Army in November 1783. The time line covers approximately 8 years and 7 months.*

3. Which happened first—the meeting of the Second Continental Congress or the British evacuation of Boston?

*The Second Continental Congress (May 1775) happens before the British evacuation of Boston (March 17, 1776).*

4. Does the signing of the Declaration of Independence happen before or after Washington's crossing of the Delaware River?

*The signing of the Declaration of Independence (July 4, 1776) happens before Washington's crossing of the Delaware River (December 25–26, 1776).*

5. How much time passes between Burgoyne's surrender at Saratoga and the signing of the peace treaty in Paris?

*Almost 6 years pass between Burgoyne's surrender at Saratoga (October 17, 1777) and the signing of the peace treaty in Paris (September 3, 1783).*

6. Thomas Paine wrote "Common Sense" in January 1776. Burgoyne captured Fort Ticonderoga on July 6, 1777. Where would you put these events on this time line?

*"Thomas Paine writes 'Common Sense'" would be placed on the top row between the Battle of Bunker Hill (June 17, 1775) and the British evacuation of Boston (March 17, 1776). "British General Burgoyne captures Fort Ticonderoga" would be placed on the second row between Washington's crossing of the Delaware River (December 25–26, 1776) and Washington's defeat at Brandywine Creek and Germantown (August 1777).*

7. Why is a time line a good way to show the events in a war?

*The events in a war are usually battles. Since the relevant information about battles is when, where, and who won, battles are particularly well suited for a time line. Therefore, a time line is a good way to show the events in a war.*