



## Teacher's Notes: American Revolution Overview

### Learning Objectives:

- The students will be able to identify tea and a harbor
- The students will be able to define colonists, tea, tax, harbor
- The students will be able to identify a harbor, tea, ship colonists
- The students will be able to sequence the steps leading up to the American Revolution
- The students will be able to identify Britain and the colonies on a map.
- The students will be able to summarize the text.
- The students will be able to answer WH questions.

### Activities

1. Students do image searches using the technology printable. Students can type a word or sentence under each picture.

**General Tips:** The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on can be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students. There is something for everyone.

**Page 1:** People lived in the United States before it was a country. The land was owned by Britain. They were called colonies. There were 13 different colonies. A lot of people from England moved to the colonies. They were called colonists.

**Pointing Questions:** map, colonies, colonists

**Short Answer:** Where did the colonists live? How many colonies were there? Who lived in the colonies?

**Yes/No:** Were the 5 colonies? Were there 13 colonists? Were the people who lived in the colonies called colonists? Are you a colonist? Were the people who lived in the colonies colonists?

**Sharing opinion/experiences:** The teacher names the current states that were the 13 colonies. Have you ever visited any of these states?

**Peer to Peer Interaction:** After you read Page 1, ask students, "How many colonies were there?" The answer is the main idea card "13 colonies." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Page 2:** King George III was the King of Britain. Britain owned the colonies. King George III was in charge of the colonies.

**Pointing Questions:** King George III, crown, map, Britain, colonies

**Short Answer:** Who owned the colonies?

**Yes/No:** Did King George live in the colonies? Did King George live in Great Britain?

**Sharing opinion/experiences:** Do you think the colonists liked King George? Do you think the colonists liked that the king owned the colonies?

**Peer to Peer Interaction:** After you read Page 2, ask students, “Who owned the colonies.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk about King George.

**Page 3: Talking Points:** The colonists did not want a king. They were mad! Look at the circle above the colonist’s head. There is a picture of the king with a line through him. Whenever you see a circle with a line through it, it means that you don’t want what is in the picture. Show the students pictures no s

**Pointing Questions:** colonists, hat, belt,

**Short Answer:** Who did not want a king? What did the colonists not want?

**Yes/No:** Did the colonists want a king?

**Sharing opinion/experiences:** We have a president? Would you want the United States to have a king and queen?

**Peer to Peer Interaction:** After you read Page 3, ask students, “Who did not want a king?” The answer is the main idea card “colonists.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk about kings.

**Page 4:** The colonists really did not want the king to own the colonies. They were very, very mad. The colonists wanted to own the colonies. They wanted to be in charge of themselves. They started to fight with Great Britain. It was a war called the American Revolution.

**Pointing Questions:** grass, sky, smoke, cannon, soldiers

**Short Answer:** What was the war called?

**Yes/No:** Was there a war? Was the war called the American Revolution?

**Sharing opinion/experiences:** Do think wars are good or bad?

**Peer to Peer Interaction:** After you read Page 4, ask students, “What was the war called?” The answer is the main idea card “American Revolution.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk about war.

**Page 5:** The war happened in the colonies. The soldiers had to cross the Atlantic Ocean to get to the colonies. The soldiers from Great Britain got on a ship and sailed to the colonies. When they got off the ship, they fought with the colonists.

**Pointing Questions:** map, Great Britain, colonies, soldiers, guns

**Short Answer:** Who went to the colonies to fight with the colonists?

**Yes/No:** Did the war happen in Great Britain? Did the war happen in the colonies? Did soldiers come to the colonies to fight?

**Sharing opinion/experiences:** How did the soldiers from Great Britain get to the colonies? Have you ever been on a boat? Do you think they liked sailing on a ship to the colonies?

**Peer to Peer Interaction:** After you read Page 5, ask students, “Who fought with the colonists?” The answer is the main idea card “soldiers.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Page 6:** The British soldiers wore red coats. People called them the Redcoats.

**Pointing Questions:** ship, water, boxes

**Short Answer:** What color coats did the British soldiers wear? What were the British soldiers called?

**Yes/No:** Did the British soldiers wear blue coats? Did the British soldiers wear red coats? Were the British soldiers called Bluecoats? Were the British soldiers called Redcoats?

**Sharing opinion/experiences:** Do you have a coat or a jacket? What color is your coat/jacket?

**Peer to Peer Interaction:** After you read Page 6, ask students, “What were the British colonists called?” The answer is the main idea card “Redcoats.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above. Have the students view the following video of the Redcoats. <https://www.youtube.com/watch?v=ULnMJGVo-7g>

**Page 7:** The soldiers from the colonies were very fast! They could get ready to fight the war with the Redcoats in one minute. They were called Minutemen.

**Pointing Questions:** Minutemen, guns, hats, trees, grass

**Short Answer:** What were the soldiers from the colonies called?

**Yes/No:** Did the colonists keep the boxes of tea on the ship? Did the colonists throw the tea into the harbor? Is this called The Boston Tea Party?

**Sharing opinion/experiences:** What can you do in one minute? Teacher sets a timer up for one minute and has the students perform an activity (clean up materials, etc. ) for one minute.

**Peer to Peer Interaction:** After you read Page 7, ask students, “What were the soldiers from the colonies called?” The answer is the main idea card “Minutemen.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

**Page 8:** The colonists won the war! The king no longer owned the colonies anymore. The colonies were their own country now. That is how our country the United States was born.

**Point:** king, crown, map

**WH Questions:** Who won the war?

**Yes/No:** Did the colonies win the war? Did the king own the colonies anymore?

**Peer to Peer Interaction:** After you read Page 8, ask students, “Who won the war?” The answer is the main idea card “colonies.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

**Page 9:** Every year the United States celebrates being free from Great Britain. We celebrate this on the 4<sup>th</sup> of July. People have the day off from work on the 4<sup>th</sup> of July. They have parties. There are fireworks. There are parades. People have cook outs. It is a holiday. Have students view the following video of 4<sup>th</sup> of July fireworks. <https://www.youtube.com/watch?v=00fVZwRdBIA>

**Pointing Questions:** calendar, July, 4, United States flag

**Short Answer:** When does the United States celebrate being free from Great Britain?

**Yes/No:** Does the United States celebrate being free from Great Britain? Does the United States celebrate being free from Britain in December? Does the United States celebrate being free from the Britain on July 4?

**Sharing Opinion/Experiences:** What do you do on the 4<sup>th</sup> of July?

**Peer to Peer Interaction:** After you read Page 9, ask students, “When does the United States celebrate being free from Great Britain?” The answer is the main idea card “4<sup>th</sup> of July.” Students will find the main idea card and read it to their partner. Teacher will prompt them to talk to their partner about the 4<sup>th</sup> of July.