

# COMMON CORE Lessons & Activities

# The American ~~REVOLUTION~~

Reading for Information

Higher-Order Thinking

Writing Prompts

Primary Source Analysis

Vocabulary

Graphic Organizers

Map Activities

& More!

# REPRODUCIBLE

*One teacher is allowed to make copies for use in her/his classroom!*



# Common Core Lessons & Activities: The American Revolution

By Carole Marsh

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**G**: Includes Graphic Organizer

**GO**: Graphic Organizer is also available 8½" x 11" online

download at [www.gallopade.com/client/go](http://www.gallopade.com/client/go)

(numbers above correspond to the graphic organizer numbers online)

## PRIMARY SOURCE ANALYSIS

# “Minute-Men”

Look at the lithograph and answer the questions.



Courtesy of Library of Congress

1. List 5 things you notice when you look at the lithograph.
2. What can you infer from just the caption of the lithograph alone?
3. To whom do you think the caption refers? Cite evidence from the lithograph to support your answer.
4. A. Compare and contrast the two women pictured in the lithograph.  
B. What can you infer about women in the revolution? Explain.
5. What can you infer about the role of “minute-men”? Cite evidence from the lithograph to support your answers.
6. A. Imagine you are the child in the lithograph. Write a journal entry describing “minute-men” being called into action. Include what you see, how you feel, what you know, and what you want to know.  
B. Discuss some of the journal entries with your class.

## COMPARISON OF SOURCES

# Battles of Lexington and Concord

On April 19, 1775, the Battles of Lexington and Concord were fought between the British regulars and the Massachusetts militiamen. The first two texts describe the same event from two different points of view. The third text describes what happened later.

Read the texts and answer the questions.

After the first fire of the regulars, I thought, and so stated to Ebenezer Munroe...who stood next to me on the left, that they had fired nothing but powder; but on the second firing, Munroe stated they had fired something more than powder, for he had received a wound in his arm; and now, said he, to use his own words, 'I'll give them the guts of my gun.' We then both took aim at the main body of British troops the smoke preventing our seeing anything but the heads of some of their horses and discharged our pieces."

—Corporal John Munroe 1775

At 5 o'clock we arrived [in Lexington], and saw a number of people, I believe between 200 and 300, formed in a common in the middle of town; we still continued advancing, keeping prepared against an attack through without intending to attack them; but on our coming near them they fired on us two shots, upon which our men without any order rushed upon them, fired and put them to flight; several of them were killed but we could not tell just how many, because they were behind walls and in the woods. We had a man of the 10<sup>th</sup> Light Infantry wounded, nobody else was hurt... and at length [we] proceeded our way to Concord.

—Lieutenant John Barker 1775

- 1 You know the rest. In the books you have read
- 2 How the British Regulars fired and fled,—
- 3 How the farmers gave them ball for ball,
- 4 From behind each fence and farmyard wall,
- 5 Chasing the redcoats down the lane,
- 6 Then crossing the fields to emerge again
- 7 Under the trees at the turn of the road,
- 8 And only pausing to fire and load.

—Excerpt from "Paul Revere's Ride" by William Wadsworth Longfellow 1861

**PART A:** Use the first two texts to answer these questions.

1. Was the author of the first text in the British or the Massachusetts army?
2. According to the first text, which side fired the first shot?
3. According to Munroe, why did the militiamen fire on the regulars?
4. Was the author of the second text in the British or the Massachusetts army?
5. According to the second text, which side fired the first shot?
6. According to Barker, why did the regulars fire on the militiamen?
7. What conditions described in the texts could help explain the differences between the accounts?
8. Explain the figurative phrase, "I'll give them the guts of my gun."
9. Which side suffered the most from the Battle of Lexington? Explain.

**PART B:** Use the third text to answer these questions.

10. A. How does Longfellow characterize the British regulars?  
B. Cite words and phrases from the text that support your response.
11. A. How does Longfellow characterize the Massachusetts militiamen?  
B. Cite words and phrases from the text that support your response.
12. What is the meaning of "ball for ball" in line 3?
13. Summarize the events described by Longfellow, either in words or with an illustration.

**PART C:** Complete the graphic organizer by identifying the point of view for each account of the event.

**Point of View #2**

A large, empty rectangular box intended for students to write their answer for Point of View #2.



**Point of View #1**

An empty rectangular box intended for students to write their answer for Point of View #1.

**Event**

An empty rectangular box intended for students to write their answer for the event.

**Point of View #3**

An empty rectangular box intended for students to write their answer for Point of View #3.

## READING INFORMATIONAL TEXT

# Strategic Retreat

Read the text and answer the questions.

After the Battles of Lexington and Concord, the colonies knew they needed a defense against British attack. Therefore they combined the militiamen of the 13 colonies to form the Continental Army and appointed George Washington as commander.

The Continental Army was small compared to Great Britain's army and navy. The Continental Congress offered money and land to colonists eager to join the revolution. Many indentured servants took advantage of this offer. Slaves joined the army in exchange for their freedom. The Continental Army grew, but it was still small.

However, what the army lacked in manpower, it made up for in strategic military movements. Washington planned his military moves carefully. The Continental Army relied on surprise attacks and guerrilla warfare, where they hid behind trees and bushes before attacking—tactics learned from the Native Americans.

Additionally, General Washington used “strategic retreat” to keep his troops alive. He knew an offensive approach wouldn’t work against the huge British Army. Washington often used knowledge of the land’s geography to his advantage and avoided being trapped by the British. By strategically retreating, Washington could move his troops to the next strike. This allowed the Continental Army to keep their injuries and deaths to a minimum. In that way, they achieved many victories.

- ~~SAMPLE~~
1. Why was the Continental Army formed?
  2. Why did slaves and indentured servants join the Continental Army?
  3. A. Explain “strategic military movements” as used in the text. Give an example.  
B. Explain “strategic retreat” as used in the text. Why did Washington use this strategy?
  4. Name two advantages George Washington had over British generals.
  5. Did George Washington’s military strategies match the goals of the Continental Army? Why or why not?

# Common Core Lessons & Activities Books

## Social Studies Titles:

- Declaration of Independence
- U.S. Constitution
- Bill of Rights
- Road to the Civil War
- The Civil War: Key Battles & Events
- Jamestown
- Key Events of World War II
- Civil Rights Movement
- Branches of Government
- Basic Economic Concepts
- Women's Suffrage and the 19th Amendment
- The American Revolution
- Explorers
- The Olympics
- Underground Railroad
- Forms of Government: Democracy, Monarchy, & Oligarchy & More
- Ancient Greece
- Ancient Egypt
- Native Americans
- Indian Removal & the Trail of Tears
- Inventors & Inventions
- Map Skills
- Westward Expansion
- Communities

## Science Titles:

- Habitats
- States of Matter
- Cell Structure
- Weather
- Water Cycle
- Energy
- Solar System
- Sound
- Mammals
- Light
- Rocks and Minerals
- Oceans
- Heredity & Genetics
- Magnetism
- Natural Resources
- Ecosystems
- Force & Motion
- History of the Earth
- Life Cycles
- Wave Properties
- Landforms
- Classification of Organisms
- Electricity
- The Scientific Method

# COMMON CORE Lessons & Activities

Are you expected to change how you teach because of new CCSS for English Language Arts & new CCSS for Literacy and Writing in History/Social Studies and Science?

Are you expected to continue to meet existing science and social studies standards, AND integrate new, more rigorous expectations for reading, writing, analysis, inference, and more into your daily instruction?

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-Amy Johnson, Common Core Specialist