

Independence, Revolution, and George: Events of the Revolutionary War

Author	Carol Carney Warren
Grade Level	5
Duration	2 class periods

National Standards

GEOGRAPHY Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 5: Environment and Society

15. How physical systems affect human systems

Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

AZ Standards

ELA

Reading

Key Ideas and Details

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Writing

Production and Distribution of Writing

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Speaking and Listening Comprehension and Collaboration

5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

CIVICS

Process, rules, and laws direct how individuals are governed and how society addresses problems.

5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

Overview

The Revolutionary War and the events associated with it mark the beginning of our country. It is important for students to recognize the significance of these events in our country's history.

Purpose

In this lesson students will learn how the Revolutionary War was impacted by geographic features, the issuance of the Declaration of Independence, and the actions of George Washington.

Materials

- *George vs. George* by Rosalyn Schanzer ISBN 0-7922-7349-4
- Projection device
- American Colonies (labeled) map
https://geoalliance.asu.edu/sites/default/files/maps/Am_Colonies_Labeled.pdf
- American Colonies (unlabeled) map (optional)
https://geoalliance.asu.edu/sites/default/files/maps/Am_Colonies.pdf
- World map
<https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Declaration of Independence Transcript
- Democratic Principles and Ideals of the Declaration of Independence worksheet and Answer Key

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- Original 1776 Declaration
- 1823 Engraved Declaration
- Student Notes Worksheet and Answer Key
- Chart Directions
- Drawing paper
- Colored pencils/crayons

Objectives

The student will be able to:

1. Describe how geographic features influenced events in the American Colonies during the American Revolution
2. Identify the democratic principles and ideals of the Declaration of Independence and its significance to the American Revolution
3. Identify the contributions of George Washington during the Revolutionary War and in creating the American government

Procedures

Note: For this lesson, we will be using various pages of George vs. George. If time permits, you can use the entire book.

SESSION ONE

1. Begin the lesson by showing the book, *George vs. George*. State that students will learn about key events and people in the Revolutionary War as the book is read.
2. Explain the title by reading the Introduction on page 7. As you continue to read the book, explain terms and events as needed. Project the images for students to see.
 - Project the American Colonies map https://geoalliance.asu.edu/sites/default/files/maps/Am_Colonies_Labeled.pdf and have students identify the colonies. Optional: Distribute the unlabeled version of the map and have students label the colonies. https://geoalliance.asu.edu/sites/default/files/maps/Am_Colonies.pdf
3. Project the World map <https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf> and point out the location of events in the book; England (Great Britain), the Atlantic Ocean, and the Original Thirteen Colonies. Note the difference in size of and distance between the two countries.
4. Begin by reading pages 8-17. As you read, pose questions such as:
 - a. How are the two Georges alike and different?
 - b. What did the colonists and the people in Great Britain have in common?

- c. How did some colonists and Great Britain differ about the use of the new territory in America won by the British in the Seven Years War?
 - d. What are some ways government in England differed from government in America?
5. Continue reading pages 28-29. Introduce the section with a brief review of the protests against English taxes and the Boston Massacre which brought events to the brink of war.
 6. Read pages 36-37 about the Declaration of Independence. Include the points on the chart on page 36 about independence and grievances toward King George. After reading, review what was said concerning why the Declaration was written (2nd paragraph, page 36).
 7. Distribute copies of the Declaration of Independence Transcript. Read the Declaration aloud as students follow with their copy. As you read each underlined section, ask students what they believe is being stated, correcting and explaining as needed. Students will be asked to do this in the worksheet to follow. (Use the answer key to the students' worksheet for guidance in the discussion.)
 8. Compare the eleven abuses of King George as written in the Declaration with the explanation phrases on page 36 of *George vs. George*.
 9. Hand out the Democratic Principles and Ideals of the Declaration of Independence worksheet. Explain the task to students using the comparison just done with King George's abuses as an example of what they will do. Remind them of their discussions about the meaning of the underlined parts of the Declaration.
 10. Collect the worksheet for assessment.
 11. End the class by telling students that they will learn about George Washington's role in the Revolutionary War in the next session.

SESSION TWO

1. Project the Original 1776 Declaration (or refer to a larger version in the classroom) and then the 1823 Engraved Declaration. Ask a few students for what they notice most about the documents. Review information from Session One.
2. Project the World map again and review the location of the two countries. Have students identify the ocean between them. Ask how English soldiers traveled to the American Colonies. Then ask if having to cross an ocean in sailing ships might have influenced the fighting in the war and discuss how it might have it done so.

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3. Explain that the ocean is a geographic feature that influenced events in the war. Have students identify other physical features (mountains, rivers, swamps, hills, bays, etc.) that could affect a war.
4. Identify physical systems and processes (weather, temperature, moisture, etc.) as further ways in which geography can influence how a war is fought.
5. Hand out the Student Notes Worksheet. As the battles of the Revolutionary War are recounted in *George vs. George*, students should identify any geographic features or processes that affected the war.
6. Share that when the American Revolution began, George Washington led his countrymen into battle. During reading, students should also record ways in which Washington impacted events of the Revolutionary War and contributed to the new American government.
7. Review the last section read in Session One (the beginning of the Revolutionary War, the shot heard round the world, Battles of Lexington and Concord, Colonial men gathered to fight back).
8. Begin today's reading with the second paragraph on page 30. Remind students to record information given for all areas of their worksheet.
9. Continue reading pages 38-47, 50-53, and 56-57. Give students time to record events on their worksheet.
10. Hand out the Chart Directions and go over directions with students. Provide paper and colored pencils.
11. Ask students to share their charts; read the title, describe the pictures, and explain which feature or process is shown and how it affected the War.
12. Collect the Student Notes Worksheet and the charts for assessment. Close lesson by asking volunteers to share one thing they learned about the Revolutionary War period from the book.

Assessment

ELA and Social Sciences

The Democratic Principles and Ideals of the Declaration of Independence worksheet can be graded for accuracy and completeness. Mastery will be considered a score of 80% or higher.

The Student Notes Worksheet can be graded for accuracy and completeness. Mastery will be considered at least two correct answers out of three.

The chart can be graded using the scoring guide provided. Mastery will be considered a score of at least 12 points out of the 15 possible.

Extensions

Use sections from the book to teach other American history concepts:

- a. The impact of King George III on the Revolutionary War
- b. The significance of the French and Indian War, Tea and Stamp Acts, and Boston Massacre in leading to the Revolutionary War
- c. The significance of the battles of Lexington and Concord, Saratoga, aid from France, and the surrender at Yorktown

Visit the National Archives website:

<http://www.archives.gov/exhibits/charters/declaration.html> to share interesting facts about the document.

Share additional information about George Washington, including a timeline of his life.

<http://www.mountvernon.org/meet-george-washington>
<http://www.mountvernon.org/content/timeline>

Sources

Schanzer, R. *George vs. George*. Washington D.C.: National Geographic, 2004. ISBN 0-7922-7349-4.

National Archives Charters of Freedom:

<http://www.archives.gov/exhibits/charters/declaration.html>