

Social Studies Alive![®]

America's Past



Sample Lesson

Welcome to *Social Studies Alive! America's Past*. This document contains everything you need to teach the sample lesson "**The American Revolution**." We invite you to use this sample lesson today to discover how the TCI Approach can make social studies come alive for your students.

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www.teachtci.com/socialstudiesalive-ap

1. Watch a lesson demonstration
2. Learn about strategies behind the program
3. Discover the new and improved Teacher Subscription and Student Subscription



Welcome!



You have in your hands a sample of *Social Studies Alive! America's Past* from TCI. This sample lesson is intended to give you the opportunity both to review our program and to try it out in your own classroom so you can join the growing body of elementary teachers who are turning to *Social Studies Alive!* to reinvigorate their social studies and language arts programs.

As a high school teacher who teaches only one subject, I am in awe of elementary teachers. You not only teach all subjects—math, language arts, science, and social studies—you juggle a myriad of other teaching and nonteaching responsibilities as well. That's why we created *Social Studies Alive! America's Past*—to make it easier for you to integrate language arts skills and social studies skills, to create active lessons to keep kids engaged, and to provide meaningful content to inspire young learners to care about the world around them.

I'm confident you and your students will enjoy this sample lesson. I look forward to welcoming you to the TCI community of inspired, active social studies teachers!

Best,
Bert Bower, TCI Founder and CEO

Benefits of *Social Studies Alive! America's Past*



How can we help our students to understand their world? How do we prepare them to participate in it effectively? To these core social studies goals, TCI adds another: How do we get students excited about this learning? *Social Studies Alive! America's Past* delivers on all three goals. Interactive classroom experiences, coupled with fascinating reading, engage all learners in today's diverse classroom.

TCI recognizes the challenge to teachers of fitting social studies into a school day that must concentrate so heavily on the three R's. To meet this challenge, TCI has created a social studies program that serves double duty: reinforcing reading and language arts skills at the same time that students learn social studies.

Social Studies Alive! America's Past was created by teachers, for teachers. The program is flexible and easy to use, providing a variety of ways to meet student needs.

Teachers can

- Cover state standards in history, geography, economics, and government.
- motivate student reading with the Reading Further feature in each lesson—a high-interest case study that drills down into interesting events, concepts, and people discussed in the lesson.
- support language arts instruction in the social studies curriculum with vocabulary development, reading strategies, a variety of writing activities, and numerous opportunities to develop speaking and listening skills.
- Measure student mastery with rigorous assessments that cover comprehension, skills, and critical thinking.
- modify instruction for English language learners, learners with special education needs, and enrichment.
- extend learning with recommended additional reading opportunities and TCI's online Enrichment Resources, including a Biography Bank and Enrichment Readings.

Social Studies Alive! America's Past will help you ignite your students' passion for learning social studies and your passion for teaching it!

Program Contents



Social Studies Alive! America's Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

- 1 Geography of the United States
- 2 American Indians and Their Land
- 3 American Indian Cultural Regions
- 4 How and Why Europeans Came to the New World
- 5 Routes of Exploration to the New World
- 6 Early English Settlements
- 7 Comparing the Colonies
- 8 Facing Slavery
- 9 Life in Colonial Williamsburg
- 10 Tensions Grow Between the Colonies and Great Britain
- 11 To Declare Independence or Not
- 12 The Declaration of Independence
- 14 The Constitution
- 15 The Bill of Rights
- 16 Manifest Destiny and Settling the West
- 17 The Diverse Peoples of the West
- 18 The Causes of the Civil War
- 19 The Civil War
- 20 Industrialization and the Modern United States

13 The American Revolution

Sample Lesson: 13 The American Revolution



Test-drive with a 30 Day Trial

With the Teacher Subscription, teachers can get an entire class interacting with one computer, an internet connection and a projector. Students thrive on the immediate feedback they get using the Student Subscription's Reading Challenges.

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Social Studies Alive![®]

America's Past

TCi[™]



Yale University Art Gallery, Trumbull Collection



On which side do you think these men are fighting? How can you tell?



On which side do you think these men are fighting? How can you tell?

The American Revolution

13

How did the colonists win the American Revolution?

13.1 Introduction

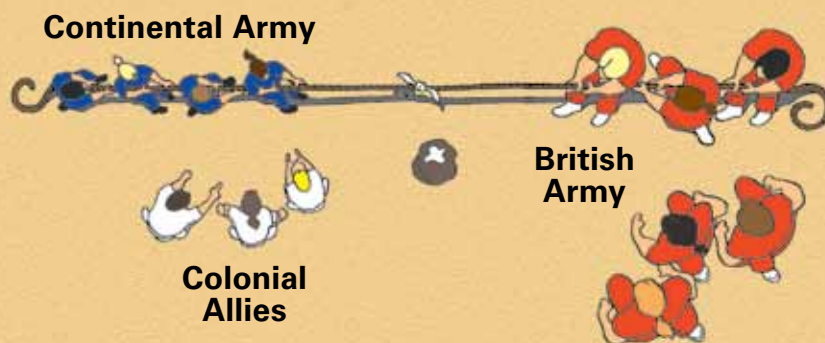
In Chapter 12, you learned how the American colonies declared their independence from Great Britain. From 1775 to 1783, colonists fought in the American Revolution to win their freedom. A **revolution** is the overthrow of one government and its replacement with another.

The two sides in the war used different **strategies**, or overall plans, to try to win the war. At first, Great Britain seemed sure to succeed. It had a large navy. Its army was made up of skilled, full-time soldiers. The Continental army of the colonies was small and untrained. The British won most of the early battles.

The colonial soldiers, or Continentals, had some advantages. They had stronger reasons for wanting to win. They were defending their homes and their rights. Unlike the British, they were fighting on familiar lands. Also, foreign countries that were allies of the colonies sent aid to the struggling Americans.

Look at the visual metaphor below. The American Revolution can be compared to a tug-of-war between two unequal teams. The British army was like the team on the right, strong and confident. The Continental army was like the team on the left, small but motivated. As you read this chapter, think about how the smaller team might be able to win this tug-of-war. How did the Patriots defeat the British?

American Revolution: Unequal Tug-of-War



13.2 The Continental Army

When the war started, there was no American army. Instead, colonies had their own militias. These were made up of part-time soldiers, like those who fought the British soldiers at Lexington and Concord.

volunteer a person who performs a service for free

enlist to agree to serve in an army or a navy

In 1775, the Second Continental Congress asked George Washington to lead a new army. This Continental army was made up of **volunteers**. Most of these men were poor farmers, merchants, and workers. At the start of the war, they **enlisted** in the army for about one year at a time. Then they returned home to take care of their families.

Historians estimate that 8,000 to 24,000 men were in Washington's army at any one time, including many African Americans. Women took part as well. They cooked for soldiers, mended uniforms, and cared for the sick and wounded. Some women even fought in battles.

But the Continental army had a number of serious problems. Congress had little money to pay the soldiers or buy supplies for the army. As a result, the volunteers were poorly supplied with uniforms and guns. In addition, these men knew very little about being soldiers.

Washington worked hard to train his men. He taught them to obey orders and to fight together. In speeches and written messages, he encouraged them to believe that they could beat the mighty British military forces.

Like the Continental army, the colonial navy was small. It was made up of trade and fishing ships that carried little cannons. With their inexperienced army and tiny navy, the colonies were like a weak man about to fight a powerful giant.

These Minutemen of Concord could be ready to fight in a minute's time. At the start of the American Revolution, the Continental army was made up of such untrained volunteers.



The Granger Collection, New York



The Granger Collection, New York

13.3 The British Army

At the start of the war, Great Britain was confident that it would soon end the revolution. It had one of the strongest military forces in the world. The British navy's 270 warships controlled the seas. British shipyards built another 200 warships during the war.

Great Britain's army was large and well trained. Its soldiers were paid, and serving in the army was their full-time job. Most soldiers were experienced fighters. Their leaders disciplined them harshly. A soldier could be whipped for using bad language.

Unlike the American Congress, the British Parliament had money to buy food and weapons for its army. Each soldier was given a uniform, a musket, a short sword, and a bayonet, or sharp blade. Soldiers attached the bayonets to the front ends of their muskets to use in close fighting.

There were about 48,000 soldiers in the British army. Most were poor men who earned low pay. Some were from other countries. Great Britain hired about 30,000 **mercenaries** from Germany to fight in America.

Thousands of American Indians joined the British as well. They sided with Great Britain because, since 1763, the British had helped protect their lands from settlers. Thousands of Loyalists also fought for Great Britain. New York's many Loyalists joined the British side at the start of the war.

The British troops had training and discipline. Their government gave them food and weapons. They were well supplied at the Battle of Bunker Hill, shown here.

mercenary a soldier hired to fight for a foreign army

13.4 The British Army Is Far from Home

The British army and navy were strong. But the British had a major problem. They were far from home. Supplies, military orders, and soldiers had to travel 3,000 miles by sea across the

Atlantic Ocean. The trip from Great Britain to America could take three months.

Once British ships crossed the ocean, it was often hard to get the cargo ashore. The Continentals had few naval ships to attack the British warships. But they did call on hundreds of privateers. Privateers were small, fast ships with a few light cannons. Congress gave the captains of the privateers permission to attack British supply ships. Ship captains could keep most of the goods they captured. Later in the war, French warships also attacked British ships.

Unlike the British, Continental troops were fighting in their home country and could get supplies more easily. In addition, as the war went on, the Continental army found new ways of getting weapons and supplies. Often, local citizens sold or gave the army food. American troops captured cannons and muskets from the British.

American women also helped

the Continental army. They ran the farms and businesses while the men were away fighting. Women brought supplies to the camps, made uniforms, and worked as nurses. They also spied among the British.

In contrast, the British had to fight in a country that was not their home. Most colonists refused to give them food or supplies. The British often felt as though they were surrounded by people who disliked and even hated them. These feelings made the troops less eager to fight.



The Granger Collection, New York

The small Continental navy won a few sea battles. Captain John Paul Jones defeated the British warship *Serapis*. During this clash, Jones said the famous words, "I have not yet begun to fight!"



13.5 The Continental Army Is Motivated to Win

Continental soldiers had a special advantage over the British—a stronger motivation, or desire, to win.

Continental soldiers believed that they were defending the rights described in the Declaration of Independence. They were fighting to make a better future for themselves and their families. Many thought that these were goals worth dying for.

Washington's troops showed this strong motivation at Valley Forge, Pennsylvania, in the bitterly cold winter of 1777–1778. They were tired and starving. Many didn't have warm clothing or even shoes. More than 2,500 men died that winter from cold and sickness. Yet the army didn't give up.

The British soldiers had less motivation. Most of them fought because it was their job. They were not defending their homes or their freedoms. And Parliament had other problems besides the war. It had colonies to protect in places outside North America. It had strong enemies like France and Spain. And many people in Great Britain didn't want to pay for a war in distant North America.

Of course, not all Americans wanted to fight the British. Loyalists still believed that independence was unwise. In addition, the British sometimes promised to free slaves who joined their side. As a result, some African Americans fought for the British. As you have read, many American Indians also fought for the British in hopes of protecting their lands.

During the winter at Valley Forge, the men in Washington's army suffered from starvation and bitter cold. But they refused to give up.



Washington Crossing the Delaware by Emmanuel D. Leutze, (97.34) The Metropolitan Museum of Art, Gift of John Stewart Kennedy, 1897
Photograph ©1992 The Metropolitan Museum of Art

On a winter night in 1775, Washington led his troops across the Delaware River to New Jersey. There, in the Battle of Trenton, they defeated German mercenaries to win a key early Patriot victory.

tactic a planned action, such as a way of moving or using troops, aimed at reaching a certain goal

13.6 Different War Strategies

The British and the American armies used different war strategies. Each tried to use its strengths. The British fought an offensive war. They attacked the Continental army. Their aim was to control key cities and the countryside. The Continental troops fought a defensive war. Their goal was to protect themselves from attacks by the British army, rather than to destroy it.

At first, the British tried to end the war quickly. They won the Battle of Bunker Hill near Boston in June 1775. They kept control of Boston, the city they thought was the main Patriot stronghold. But they soon learned that men across the colonies would fight for independence.

In August 1776, the British took control of New York City after the Battle of Long Island. Washington moved his men into the countryside. From there, the Continental army used **tactics** not common for that time. Patriot troops made surprise attacks on small groups of British soldiers, and then retreated. Sharpshooters hid in the woods and shot British soldiers, one by one. These tactics puzzled British troops, who preferred to meet their enemy face-to-face.

So the British changed their strategy. They tried to use their better-trained troops to openly engage Washington's troops in battle. But one night in December 1776, Washington sneaked his troops across the Delaware River, from Pennsylvania to New Jersey. There, in the Battle of Trenton, they surprised and defeated German mercenaries who were celebrating Christmas. This was a key early Patriot victory.

By 1777, the British generals were determined to force Washington's army into the open. To do this, the British took the key city of Philadelphia.

But Washington wanted to protect his soldiers. Rather than risk losing men in a direct battle, he let the British take the city. He then moved his men to Valley Forge to train and to avoid the British for the winter. This location was easy to defend. It was also close enough to York, Pennsylvania, to protect Congress as it met there.

13.7 The Continental Army Gains Allies

Patriot leaders needed allies to win the war. In 1776, Congress had sent Benjamin Franklin to Paris, France, to seek help.

France agreed to supply arms and to loan money to Congress. Some European soldiers also joined the Patriot cause. A 19-year-old Frenchman, the Marquis de Lafayette, became a general in the Continental army. Baron Friedrich von Steuben, a German soldier, played a key role in training colonial troops.

In mid-1777, about 9,000 British troops crossed the border from Canada. About 2,000 Vermont and New Hampshire soldiers attacked them. Other Continental troops rushed to help. That October, with his army trapped at Saratoga, New York, British General John Burgoyne surrendered to American General Horatio Gates.

The Battle of Saratoga was a **turning point** in the war. The colonists had defeated British troops. France now sent troops and ships to help the colonists. Spain pledged to support France. Since Dutch merchants were trading with the Americans, Dutch banks loaned the Americans money. The Continental army now had strong allies.

The British again tried a new strategy. For the next three years, they fought in the Southern Colonies, where Loyalists would help them. But the war did not go well there for Great Britain. In 1781, Spain captured a British fort at Pensacola, Florida.

turning point an event that leads to a dramatic change

At Saratoga, the Continental army defeated British troops. The Battle of Saratoga, in October 1777, was a turning point of the war.



Then, that summer, a large British force marched to the Virginia coast. But the French navy stopped enemy ships from bringing the British support from New York. And Washington's army and thousands of French soldiers arrived from the north. They trapped the British in the port of Yorktown. For more than two weeks, they pounded the British with cannon fire. Finally, British Lieutenant General Charles Cornwallis surrendered.

The Battle of Yorktown was the last big battle of the war. With the help of their French allies, the Continentals had won a key victory.

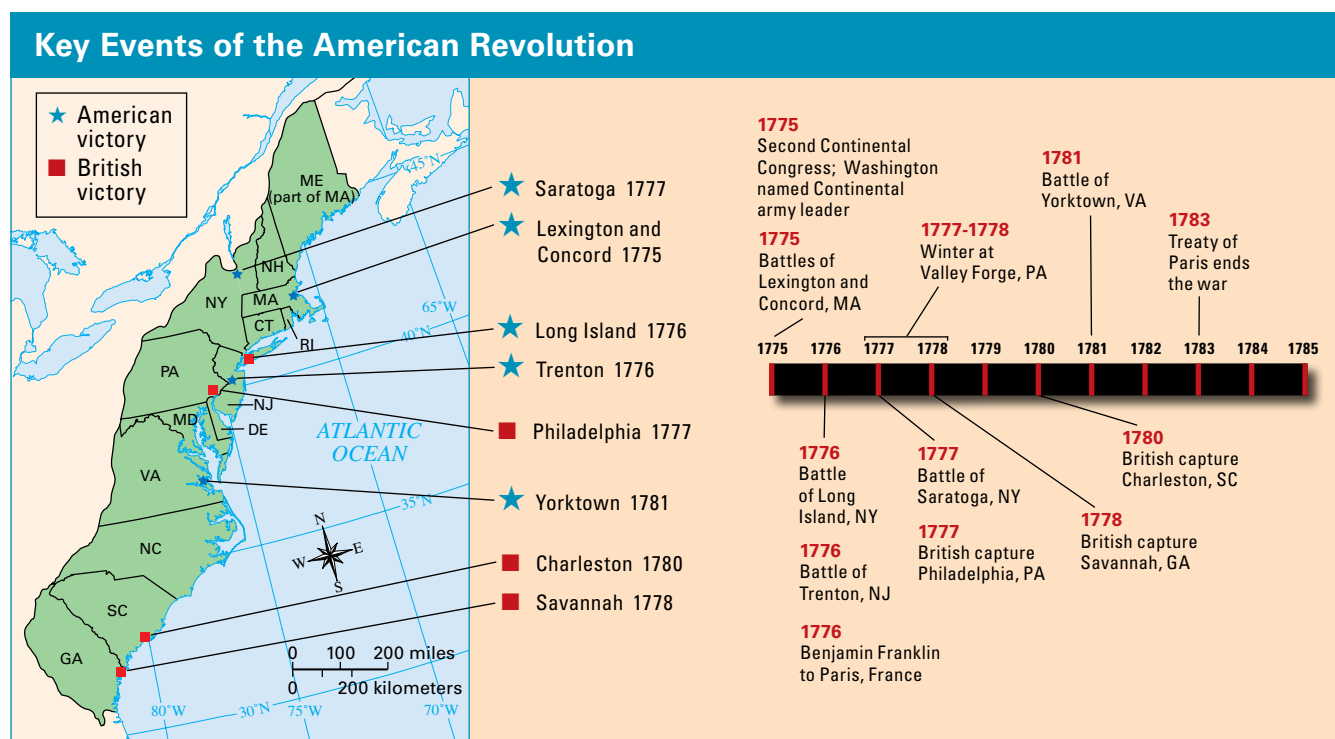
treaty a formal agreement between two or more nations

13.8 The Treaty of Paris, 1783

After their defeat at Yorktown, the British were ready to end the war. They were now fighting France and Spain, as well as their former American colonies. Representatives from all these countries met in Paris to work out a peace **treaty**.

Meanwhile, the fighting went on. The British navy shut down American shipping on the seas. On land, the British still controlled New York City; Charleston, South Carolina; and Savannah, Georgia. To the west, small but bloody battles were fought in Ohio, Kentucky, and western New York. Continental soldiers fought against British soldiers, Loyalists, and American Indians. Villages burned. Women and children on both sides were killed.

14



In September 1783, the war finally ended with the Treaty of Paris. In this set of agreements, Great Britain agreed to recognize the United States of America as an independent nation. Great Britain also gave the new country a huge amount of land. This included all the territory that was east of the Mississippi River, south of Canada and the Great Lakes, and north of Florida. This area included land that the British had promised to American Indians. The British kept control of their lands in Canada but returned Florida to Spain.

In the treaty, the United States promised to restore the rights and property of Loyalists. But many of the new nation's citizens did not keep this part of the agreement. This caused thousands of Loyalists to flee to Great Britain, Canada, and other places. Many African Americans who had fought for the British also escaped to other countries.

The Patriots had won the war. From this time forward, the former colonists would be known simply as Americans.

Summary

In this chapter, you learned how the colonists defeated the British to become a new country. You compared the war to a game of tug-of-war between two unequal teams. The weaker side won because of some special advantages.

The Continental army and navy were weaker than those of the British. But, unlike the British, the Continentals were fighting at home. They had a stronger motivation to win. And they could fight a defensive war. In contrast, the British had to try to control large amounts of territory as well as defeat the Continental army.

When the Continentals won the Battle of Saratoga, powerful allies joined them. In the decisive Battle of Yorktown, French soldiers and ships helped the Continentals defeat the British. The Treaty of Paris recognized American independence. It also gave a huge amount of land to the United States.

How did the widespread fighting affect Americans who were not in the military forces? What happened to groups of people such as women, African Americans, and American Indians? Read on to find out.

Reading Further 13

The Revolution's Home Front

The American Revolution played out on many battlefields. But soldiers were not the only ones to take part. The war had many heroes. It also had many victims. Women gave much to the cause. Enslaved Africans and American Indians were also involved. What was the war's impact on these people?

home front areas away from the fighting in a country at war

Rachel Wells lived in New Jersey at the time of the American Revolution. She never took part in any battles. But she played a role in the war. And she suffered the dangers of wartime.

Wells was a widow. But she was willing to do her part to support the war effort. She lent money to the government of New Jersey. Her funds helped supply the soldiers fighting the British. As she later wrote, she "threw in all her might which bought . . . clothing and let them have blankets." Even with help like hers, however, the Patriots could not hold off

the British. At one point, British soldiers came through Wells's town. Before leaving, they robbed Wells of a very large sum of money. She was forced to flee to Philadelphia to try to rebuild her life. But by the war's end, she was living in poverty. She had to beg the Continental Congress to help her get her money back. "Pray forget not the poor weaklings," she wrote in her plea.

Wells's story shows that the American Revolution was about more than soldiers and guns. It affected people all over the colonies. While many men marched off to battle, life went on for the people they left behind. Life on the **home front** could be complicated. And, as Wells found out, it could sometimes be dangerous.

While the men fought in the army, the women were left to defend their homes and care for their children.



Women and the War

Attacks such as the one Wells suffered were common during the war. Soldiers on both sides often raided towns. In addition to taking money, they stole food, clothing, firewood, and other supplies. Many women saw their homes destroyed. "Families flying from the [houses]," wrote one Virginia woman describing an attack on her town. "Oh shocking! Oh horrible! Surely any spot of earth on this globe, where freedom and peace can be enjoyed would now be more desirable than living here."

Women faced other hardships, too. Finding food was a challenge. Supplies were short. Prices were high. Many families went hungry. And poor nutrition put people at risk for disease. Many women and children died from illness.

Still, the women carried on. They ran family businesses. They planted and harvested crops. They did their best to take care of their children.

Many women did even more. A few served as spies. Others nursed the sick and wounded. A nurse had a greater chance of dying from disease than a soldier had of dying in battle.

Some women used their household skills for the war. For instance, women in Philadelphia led an effort to raise money and make clothing for the troops.

Women helped win public support for the war. Writer Mercy Otis Warren, whom you read about in Chapter 11, was one example. So was Mary Katherine Goddard of Maryland. Goddard helped publish a newspaper.

Some women traveled with the troops and cared for them. And in a few cases, they took part in combat. Anna Lane was wounded at the Battle of Germantown in 1777. Deborah Sampson dressed as a man and fought in several battles. Only when she was wounded did an army doctor discover her secret. Mary Ludwig Hays McCauley, known as Molly Pitcher, took her husband's place as a gunner when he was hurt at the Battle of Monmouth in 1778.



The Granger Collection, New York

Women had many roles in the war. Molly Pitcher took her wounded husband's place as a gunner during one battle.



This painting shows a black soldier (at left) protecting his American commander by firing at British soldiers.

African Americans and the War

In 1776, 500,000 slaves lived in the colonies. The war brought them challenges, choices, and opportunities.

The British offered freedom to slaves who joined their side. Tens of thousands of enslaved African Americans took this offer. They ran away from their owners. Many slaves gave valuable service to the British. They fought in battle. They served as spies. They performed many jobs in army camps. Many slaves did, in fact, win their freedom.

But running away was risky. Sometimes, the British turned away slaves who wanted to join them. During the Battle of Yorktown, the British forced away many escaped slaves. Many of them starved or died from disease. Others were caught and returned to their owners.

Some African Americans fought for the Patriot cause. For example, Salem Poor was a hero of the Battle of Bunker Hill. This battle was fought at Boston in 1775. Early in the war, African Americans could not join the Patriot ranks. Some white colonists did not want to arm slaves. This worry faded, however, as the war dragged on.

African Americans found ways to help the Patriots off the battlefield, too. One example is James Armistead. He pretended to serve the British. Instead, he spied on them. For his work, Armistead won his freedom.

African American women also helped the Patriot cause. Phillis Wheatley was a slave. She was also a talented writer. She wrote a stirring poem that honored George Washington. Such efforts raised people's spirits. This was vital during the long, difficult struggle.

American Indians and the War

American Indians were another group affected by the American Revolution. They saw both the colonists and the British as a threat. And both the colonists and the British sought to use American Indians to their own advantage.

Some tribes sided with the British. They thought that the British were less of a threat to their way of life than the colonists were. A few tribes helped the colonists.

Many American Indians, however, tried to stay out of the war. In fact, they hoped that the two sides would weaken each other. This, in turn, would help American Indians.

Staying out of the war proved very hard. Few tribes, in fact, could avoid being caught up in the fighting. Neither the British nor the Americans fully trusted the American Indians. They each punished them harshly for helping the other side. Both sides often raided American Indian villages and took food supplies. Hunger among the American Indians was widespread.

By the war's end, many tribes were struggling to survive. The Patriot victory had only made things worse. The British had previously tried to slow western settlement. Now, the British were gone. Soon, white settlers were again pushing west. They moved in large numbers onto American Indian lands. The Patriots had won independence. The future of the American Indians was once again in doubt.

The British sought to persuade American Indians to fight on Great Britain's side.



The American Revolution

How did the colonists win the American Revolution?

Overview

Students analyze how the American colonies defeated Great Britain in the American Revolution. In the Preview, students examine how their emotions are related to their personal connection to an event. In an Experiential Exercise, students engage in a tug-of-war that demonstrates factors that helped the American colonies win the American Revolution. Then students take notes on such factors as the challenge Great Britain faced in fighting so far from home and the support the colonies received from European allies. In Reading Further, students identify the roles that women, slaves, and American Indians played in the war. In the Processing activity, students design a historical marker to commemorate the factors they have identified that helped colonists win the war.

Objectives

Social Studies

- Make connections between a tug-of-war game and the events of the American Revolution.
- Identify the strengths and weaknesses of the American and British forces in the American Revolution.
- Identify some of the roles of women in the American Revolution.
- Depict ways in which the American Revolution affected slaves and American Indians.

Language Arts

- Take part in an orchestrated tug-of-war. (speaking and listening)
- Illustrate and explain experiences of slaves or American Indians. (writing)

Social Studies Vocabulary

revolution, strategy, volunteer, enlist, mercenary, tactic, turning point, treaty, home front

Materials

Social Studies Alive!
America's Past

Transparencies 13A and 13B

Interactive Student Notebooks

rope, about 40 feet
strip of cloth

Time Estimates

Preview: 30 min.

Experiential Exercise: 2
sessions (45 min. each)

Reading Further: 35 min.

Processing: 25 min.

Activity	Suggested Time	Materials
Preview <ul style="list-style-type: none"> Connecting to Prior Knowledge Building Background Knowledge Developing Vocabulary 	30 minutes	<ul style="list-style-type: none"> <i>Social Studies Alive! America's Past</i>, Section 13.1 Transparency 13A Interactive Student Notebooks
Experiential Exercise Identifying factors that enabled the Americans to defeat British forces in the American Revolution	<i>Phase 1</i> 45 minutes Playing tug-of-war (Steps 1–10) <i>Phase 2</i> 45 minutes Completing Reading Notes 13 (Step 11)	<ul style="list-style-type: none"> 1 rope, approximately 40 feet long 1 piece of cloth to tie at the center of the rope <i>Social Studies Alive! America's Past</i>, Sections 13.2–13.8 Interactive Student Notebooks
Reading Further Visual discovery of how the American Revolution affected women, slaves, and American Indians	35 minutes	<ul style="list-style-type: none"> <i>Social Studies Alive! America's Past</i>, Chapter 13 Reading Further Transparency 13B Interactive Student Notebooks
Processing Creating a historical marker to commemorate factors that helped the Americans defeat the British	25 minutes	<ul style="list-style-type: none"> <i>Social Studies Alive! America's Past</i>, Chapter 13 Summary Interactive Student Notebooks
Assessment	30 minutes	<ul style="list-style-type: none"> Chapter 13 Assessment

Preview

1 Connecting to Prior Knowledge: Have students think about how a personal connection increases their interest in an event.

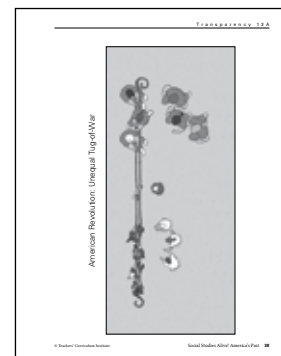
- Have students suppose that they or a member of their family were to win a big prize, such as a lottery. Ask: *How would you feel? In what way would your reactions change if the winner were someone in your class or your town? Would your feelings be different if the winner were someone from another town or another state?* Point out that when an event involves you or someone you know, your feelings may be more intense than they are when the event involves a stranger from an unfamiliar place.
- Have students open their Interactive Student Notebooks to Preview 13. Introduce the spectrum and the premise. Have students choose their reaction to each situation. Survey the results by having students raise their hands to indicate which number they chose for each case. Discuss why the degree of personal involvement can change the intensity of someone's interest in an event.

2 Building Background Knowledge: Tell students that in this chapter, they will learn about the ways in which a weaker group, the colonial Patriots, was able to use certain advantages to defeat a much stronger opponent, Great Britain. Review the ways in which the Patriots had already tried to influence British actions through protests, boycotts, and diplomacy. Then tell students that they will be learning how, once open war began, the new Continental army and navy could overcome the powerful and experienced British troops and warships.

- Have students read Section 13.1 in *Social Studies Alive! America's Past*.
- Project *Transparency 13A: American Revolution: Unequal Tug-of-War*. Ask these questions: *What do you see here? What are these people doing? What do you think will be the outcome?* Tell students that the drawing represents the relationship between the American colonies and Great Britain at the start of the American Revolution. The blue team (colonists) is making a determined effort to defeat the red team (British troops) in a tug-of-war (the American Revolution). Explain that students will use this graphic organizer to learn about factors that allowed the American colonies to win the war.

3 Developing Vocabulary: Introduce key social studies terms—*revolution*, *strategy*, *volunteer*, *enlist*, *mercenary*, *tactic*, *turning point*, *treaty*, and *home front*.

- Discuss each term before beginning the activity, using methods described in *Solutions for Effective Instruction*.
- Review each term again with students as it appears in the activity reading, and encourage them to use it in their writing.



Transparency 13A

Experiential Exercise

Phase 1: Making Connections to History Through a Game

- 1 **Tell students that they will make connections between a game of tug-of-war and the events of the American Revolution.** Explain that they will participate as team members in the game.
- 2 **Choose a suitable place for the tug-of-war, and then make a safety announcement.** Take students to a location in or around the school, such as a playground, field, gymnasium, or an auditorium, where there is ample room to safely play tug-of-war on a nonabrasive surface. Give those students who are not comfortable playing tug-of-war the option of simply observing. Make the safety announcement. Tell students now, and at every rule change, not to wrap the rope around any parts of their bodies. Before the actual tug-of-war begins, check the rope to make sure no students have done so.
- 3 **Arrange students into three teams for the tug-of-war.**
 - Red team: Place the tallest and strongest students on this team. The Red team should also have two or three more students than either the White team or the Blue team.
 - Blue team: Place the smallest students on this team. The Blue team should have the same number of students as the White team.
 - White team: Place students of medium height and build on this team.
- 4 **Have students take their starting positions.** Have the Red and the Blue teams line up along the rope on their respective sides. Have the White team sit nearby. Tell students that they are now ready to begin. Expect the Red team to be excited and the Blue team to be discouraged. Ask members of the White team: *Who do you think will win? Why?*
- 5 **Make the first rule change.** Just as the Red and the Blue teams get ready to pull on the rope, pause dramatically and say, “I just remembered one slight rule change.”
 - Announce that the Blue team will receive a special prize, such as extra free time or a pass to skip a homework assignment, if they win. (**Note:** This is intended to model the colonists’ greater motivation to win the American Revolution against the British. This analogy and the analogies outlined in following Notes should not be revealed to students until the end of Step 10.) Expect that the Red team will think that this is unfair but will still be confident about winning.
 - Choose one member of the Blue team and announce that he or she will not receive a prize if his or her team wins. (**Note:** This is intended to model how some American colonists, such as Loyalists and slaves, did not benefit from an American victory.) Expect this student, and some others, to complain about this unfair treatment. In a matter-of-fact tone, tell the class that you have made your decision and it is final.

- Tell the White team that they must stand and cheer for the Blue team. (**Note:** This is intended to model the support that American colonies received from their European allies.) Ask the White team: *Who do you think will win? Why?*
- 6 **Make the second rule change.** When the teams are again ready to pull, pause dramatically and say, “I just remembered another slight rule change.” Then announce that half of the Red team must stand several yards away from the rest of its team. Explain that these members will run to the rope once the game begins. (**Note:** This is intended to model the challenge that Great Britain faced in supplying its troops from across the Atlantic Ocean.) Expect Red team members to be upset, and Blue team members to be more hopeful about their chances. Ask the White team: *Who do you think will win? Why?*
 - 7 **Make the third rule change.** When the teams are ready again, pause dramatically and say, “Wait! There’s another rule change.” Then tie the strip of cloth to the middle of the rope. Announce that the Red team must pull this flag at least 20 feet into its territory to win the tug-of-war. Explain that the Blue team will win if it prevents the Red team from doing so within 30 seconds. (**Note:** This is intended to model Great Britain’s offensive war strategy to retake control of its colonies in America, as opposed to the American colonies’ defensive strategy to hold off the British.) Expect Red team members to get increasingly upset, and Blue team members to show more confidence. Ask the White team: *Who do you think will win? Why?*
 - 8 **Make the fourth rule change.** When the teams are again ready to pull, pause dramatically and say, “There is one final rule change.” Then announce that the White team will be allowed to help the Blue team at some point in the game. Tell students that you will tell the White team when to join the Blue team. (**Note:** This is intended to model France’s entry into the American Revolution, which provided the American colonists with more military power on land and sea.) Expect the Red team to be upset, and the Blue team to become more confident. Ask the white team: *Who do you think will win? Why?*
 - 9 **Monitor the tug-of-war.** Finally, allow the Blue and Red teams to engage in the tug-of-war. The Blue team may have an initial surge, but when all the Red team members arrive at the rope, the Red team should surge. As soon as the Red team starts to pull the flag toward its side, tell the White team to join the Blue team. The Blue and White teams should take control and prevent the Red team from pulling the flag the required distance. (**Note:** Remind students to drop the rope if the opposition overwhelms their team so they do not suffer rope burns.)
 - 10 **Debrief the game with students.** After the Red team has lost the tug-of-war, return with students to the classroom. Then discuss the following questions:
 - Red team: How did you feel at the beginning of the game?
 - Blue team: How did you feel at the beginning of the game?

- White team: Who did you think would win the game at first? Why?
- Red team: How did you feel as the rules changed? Why?
- Blue team: How did you feel as the rules changed? Why?
- White team: As the rules changed, who did you think would win? Why?
- All teams: What factors allowed the Blue team to win?
- All teams: In what ways might this tug-of-war represent what happened when the American colonies fought the British in the American Revolution?

Phase 2: Identifying the Strengths and Weaknesses of the American and the British Forces in the American Revolution

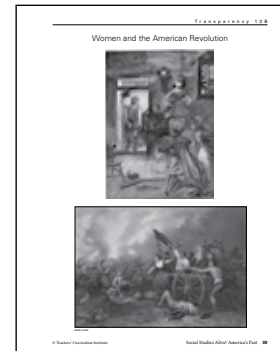
- 11 Have students turn to Reading Notes 13 in their Interactive Student Notebooks.** Tell them to read and take notes on Sections 13.2 through 13.8 in *Social Studies Alive! America's Past*. (**Note:** You may want to have students work in pairs to complete their Reading Notes.) Use Guide to Reading Notes 13 to evaluate their responses.

Reading Further: The Revolution's Home Front

- 1 Project Transparency 13B: *Women and the American Revolution*.** Ask the following visual discovery questions to help students analyze the images carefully and draw some conclusions about the ways in which women contributed to the war effort:
 - Who do you see in each image?
 - What do you think the women are doing?
 - Why might this be important?
 - In what ways are the two scenes different from each other? What does this tell you about the roles of women during the war?
- 2 Explain that these scenes show two roles that women played to help win the war.** Ask: *What other jobs may women have taken on during the war? Which of these jobs were most likely already being done by women of that time? Which were tasks that women had to take on because the men were off fighting the British?*
- 3 Have students read Reading Further 13 in the Student Edition.**
- 4 Discuss the ways in which the war affected African Americans and American Indians.** Ask: *What opportunities and dangers did the war bring to each of these groups? Do you think that each group was better off or worse off after the war?*
- 5 Have students complete Reading Further 13 in their Interactive Student Notebooks.** First, they should complete the word web about women in the war. Then, students should draw and caption a picture that shows what either African Americans or American Indians may have experienced during the American Revolution.

Reading Strategy: Sum It Up

To help students find the main idea in each section, tell partners to work together using this strategy as they read Sections 13.2 through 13.8. For each section, students should write a classified ad summing up that section. Each word students use in the ad will cost them 10 cents. Give them a total amount that they may spend for each ad. For instance, if students have \$2.00 to spend, then they must write a summary that has no more than 20 words.



Transparency 13B

Processing

- 1 Have students read the Summary section in their Student Editions to review information for this task.
- 2 Have students create a historical marker to commemorate the colonists' victory in the American Revolution. Have students open their Interactive Student Notebooks to Processing 13 and complete the page.

Writing Tip: Build Background Knowledge

To heighten students' understanding of historical markers, show them pictures and discuss the information on those that are found in your community or state. Many state Web sites have links to monuments of this nature. These authentic historical markers can serve as excellent models for your students when they are completing the Processing assignment.

English Language Learners

Help students make a more concrete connection to the chapter. After Phase 2 of the activity, have students re-create the tug-of-war. In this second round, lead students to explicitly identify each chapter connection aloud.

Students with Special Needs

Provide a simplified Processing assignment that reinforces the main content of the lesson. Have students write a one-paragraph newspaper article describing how the colonists won the American Revolution. Students should write the article to answer who, what, when, where, and how questions about the war. Allow students to include an illustration with their article.

Enrichment

Have students further investigate some of the important battles that led to the American colonists' victory over the British. Encourage students to identify basic information about their chosen battle as well as any military plans that led to the victory. Have students create a visual to explain the battle and then deliver to classmates an "on-the-scene" news report about the battle.

Enrichment Resources

LearnTCI

Have students find out more about the American Revolution by exploring the following Enrichment Resources for *Social Studies Alive! America's Past* at www.learntci.com:

Internet Connections These recommended Web sites provide useful and engaging content that reinforces skills development and mastery of subjects within the chapter.

Enrichment Readings These in-depth readings encourage students to explore selected topics related to the chapter. You may also find readings that relate the chapter's content directly to your state's curriculum.

TeachTCI

For the teachers' resources listed below, click on Enrichment Resources for *Social Studies Alive! America's Past* at www.teachtci.com:

Biography Bank Hundreds of short biographies of notable people in history are available in PDF format for you to share with your students.

Economics in American History A set of readings that will help you guide your students through basic principles of economics.

Additional Reading Opportunities

The following books offer opportunities to extend the content in this chapter.

Everybody's Revolution by Thomas Fleming (New York: Scholastic, 2006)

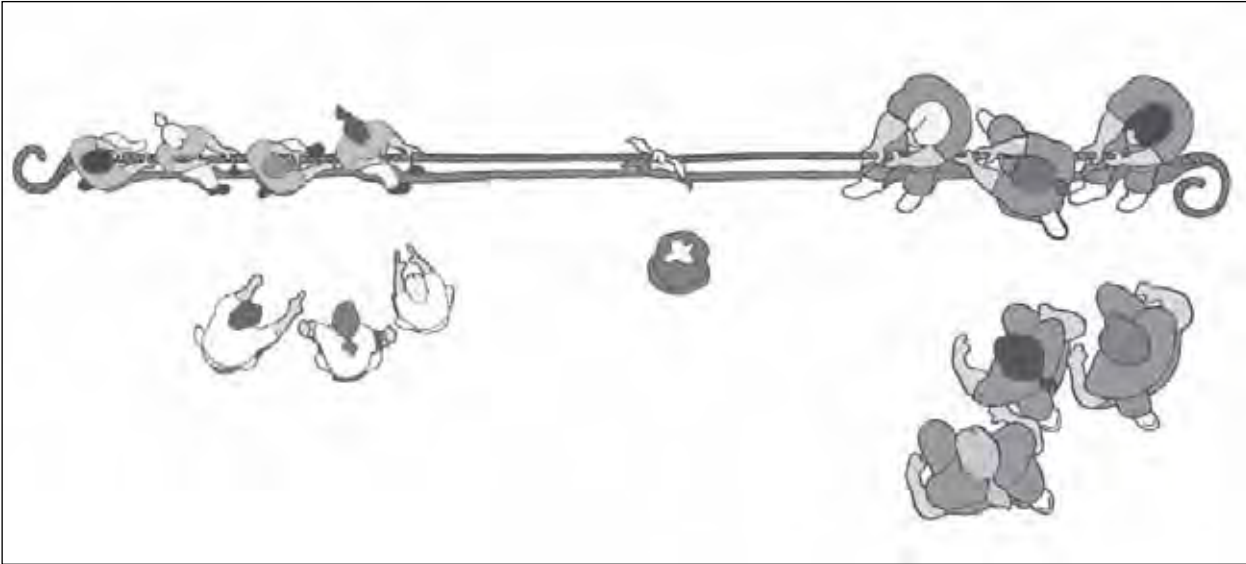
This book deals with the diversity of the people who participated in the American Revolution. The stories about military leaders who came from Europe, African Americans, women, children, and American Indians, who all played a part in the fight for freedom, will help students make connections to the diversity that exists in our country today.

Love Thy Neighbor: The Tory Diary of Prudence Emerson, Greenmarsh, Massachusetts, 1774 by Ann Turner (New York: Scholastic, 2003)

The American Revolution is presented from the viewpoint of a Tory, or Loyalist, in this historical fiction piece. Students will see the other side of the story and compare and contrast viewpoints.

Valley Forge by Richard Ammon. Illustrated by Bill Farnsworth. (New York: Scholastic, 2004)

This detailed account of the winter at Valley Forge is presented with interesting text and authentic illustrations. Students will understand the hardships Washington's soldiers faced during the American Revolution.



13.2 The Continental Army

Who fought in the Continental army?

volunteers, poor farmers, merchants, workers, slaves, and some women

List three problems the Continental army and navy faced.

1. little money to pay soldiers or buy supplies
2. volunteers who knew little about being soldiers
3. small army

13.3 The British Army

List at least three ways in which the British army differed from the Continental army.

1. large and well trained
2. paid, full-time soldiers
3. experienced fighters
4. had money from Parliament to buy supplies

13.4 The British Army Is Far from Home

List at least two challenges the British faced by fighting a war so far from home.

1. hard to get supplies, orders, and soldiers to the war
2. supply ships attacked by privateers and French warships
3. didn't know the land
4. no local support

13.5 The Continental Army Is Motivated to Win

What motivated soldiers in the Continental army?

1. *defending the rights described in the Declaration of Independence*
2. *fighting for a better future for themselves and their families*
3. *defending their homes*

List three groups who lived in the colonies but did not fight the British.

1. Loyalists
2. *some slaves*
3. *many American Indians*

13.6 Different War Strategies

The British used a war strategy of being on the offensive. List an example of an offensive tactic by the British.

1. *controlling Boston*
2. *capturing key cities like New York City*
3. *defeating the Continental army in face-to-face fighting*

The Continental Army used a war strategy of being on the defensive. List an example of a defensive tactic by the Continental army.

1. *avoiding facing the British in the open*
2. *making surprise attacks against British soldiers in the countryside*
3. *using hidden sharpshooters to pick off British troops, one by one*

13.7 The Continental Army Gains Allies

List at least three ways in which foreign allies helped the Patriots.

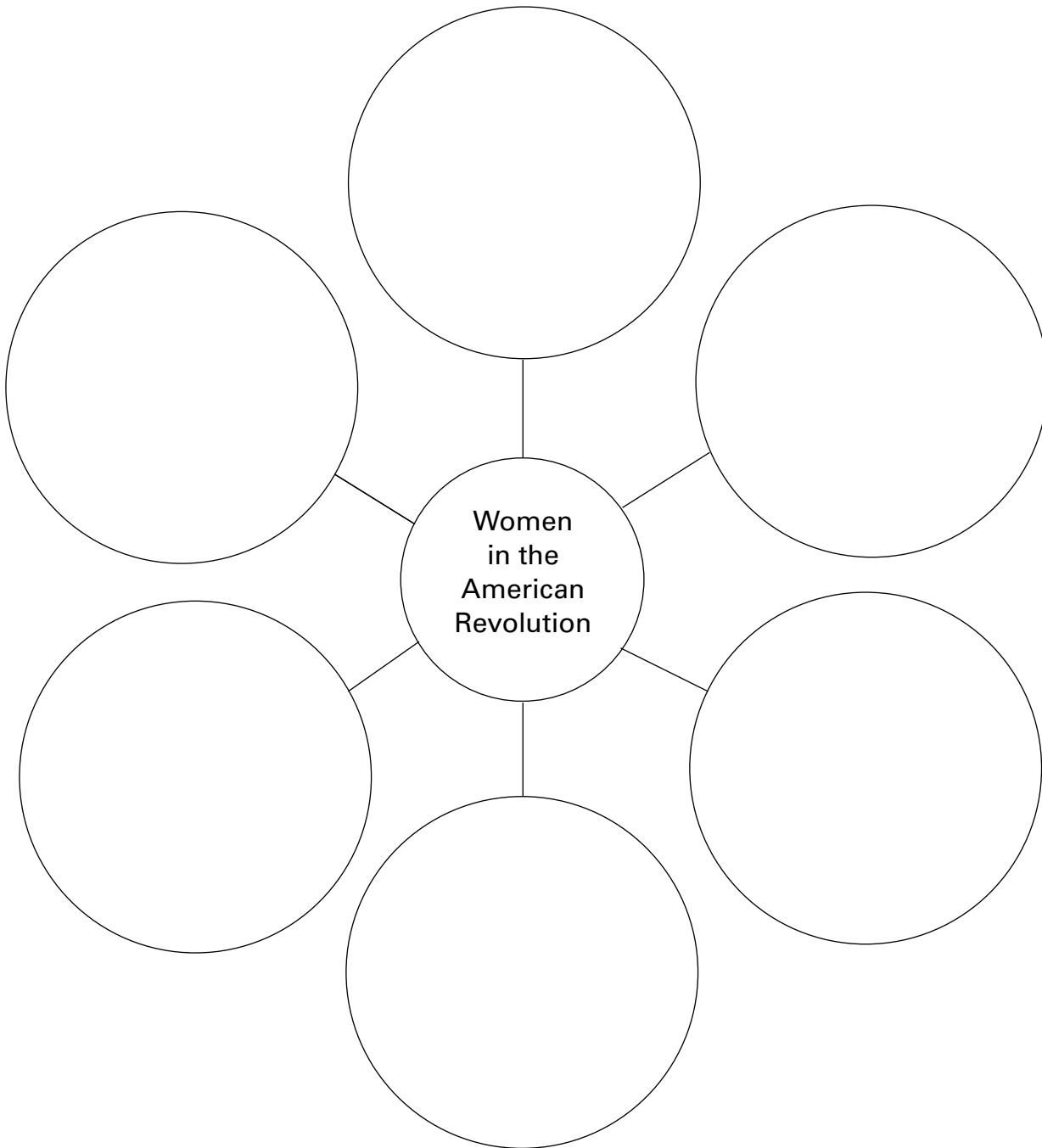
1. *France supplied arms, loaned money, and later sent troops and ships.*
2. *Some helped train and lead the Americans.*
3. *Spain captured a British fort in Florida.*
4. *Dutch banks loaned Americans money*
5. *The French navy cut off British ships.*
6. *French soldiers helped trap the British in Yorktown.*

13.8 The Treaty of Paris, 1783

List two things Great Britain agreed to in the Treaty of Paris.

1. *recognized the United States as an independent nation*
2. *gave the United States a huge amount of land*

Complete the word web below. In each circle, write something that women did to help the war effort during the American Revolution. Fill in as much of the web as you can without looking back at the Reading Further section of your book.



Possible answers:

Lent money to government
 Ran family businesses
 Planted and harvested crops
 Cared for their children
 Raised money for the war effort
 Served as spies

Made clothing for troops
 Raised public support for the war
 Nursed sick and wounded troops
 Traveled with and cared for troops
 Took part in battles

Assessment

To protect the integrity of assessment questions, this feature has been removed from the sample lesson.

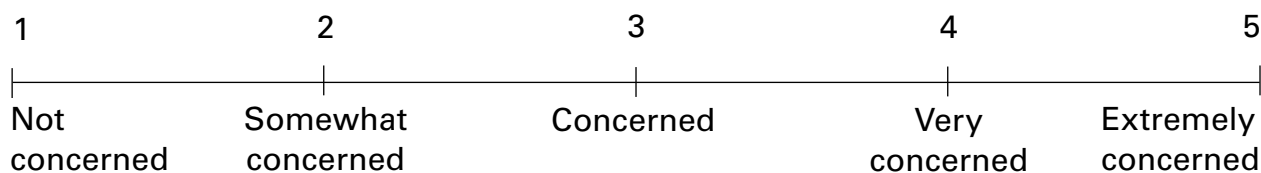
These videos will help you learn more about our print and online assessment tools.

[Creating Printable Assessments \(2:33 min\)](#)

[Creating Online Assessments \(2:25 min\)](#)

13

The spectrum below shows a range of emotion from Not Concerned (1) to Extremely Concerned (5). Read the news report in the box. Then, for each situation, choose the number on the spectrum that indicates how you think you would feel. Place that number on the line before the description.



The evening news reports a warning! Water levels are rising quickly after five days of heavy rains. Officials expect serious flooding in some places. News bulletins will announce the locations of those who will have to leave their homes until the water level goes down.

_____ Situation A: Your backyard is partly under water.

_____ Situation B: There is a foot of water on the streets of some neighborhoods in your town. Your best friend lives in one of these areas.

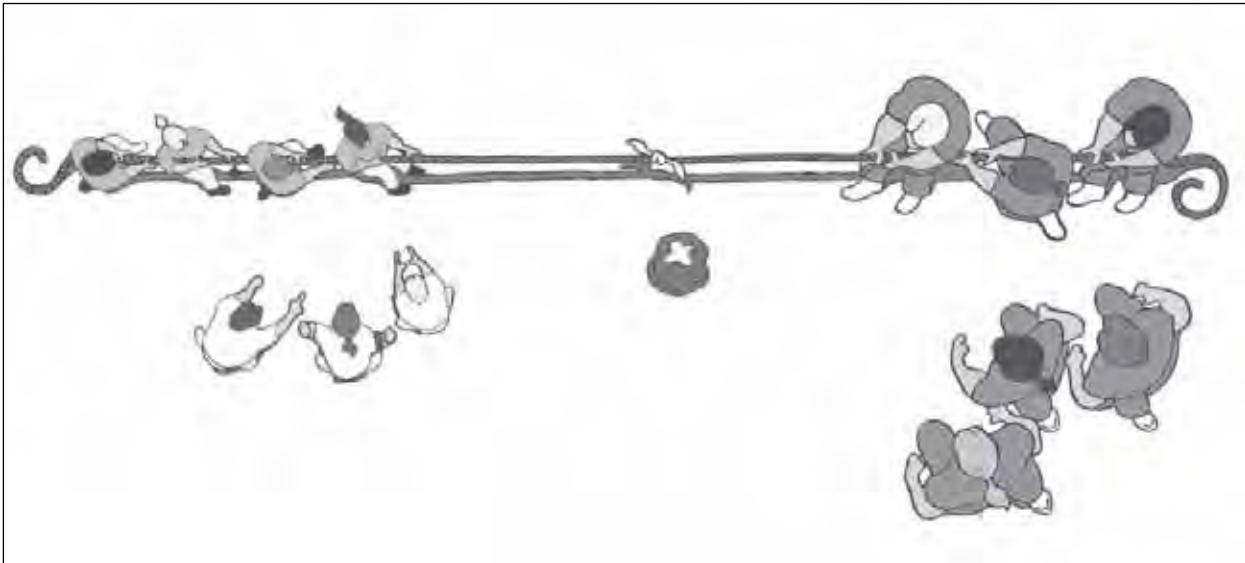
_____ Situation C: The people in a town about 100 miles from yours have been asked to leave their homes.

_____ Situation D: A town in a nearby state, where your cousins live, is being evacuated.

_____ Situation E: People in a village in another country have had to leave their homes after a terrible storm caused flooding.

Do you think you would feel the same level of concern in each of these situations? Explain your answer.

13



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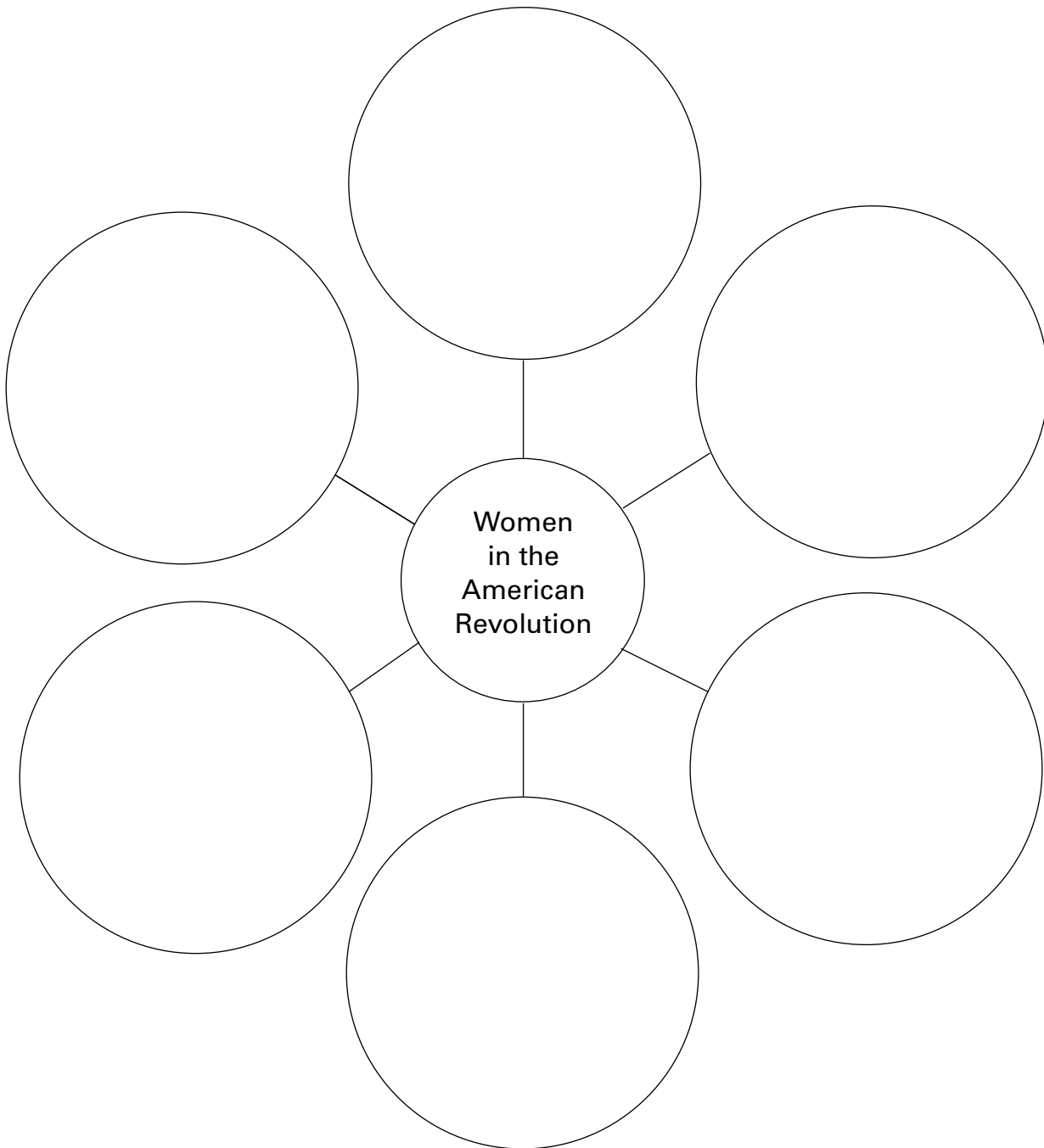
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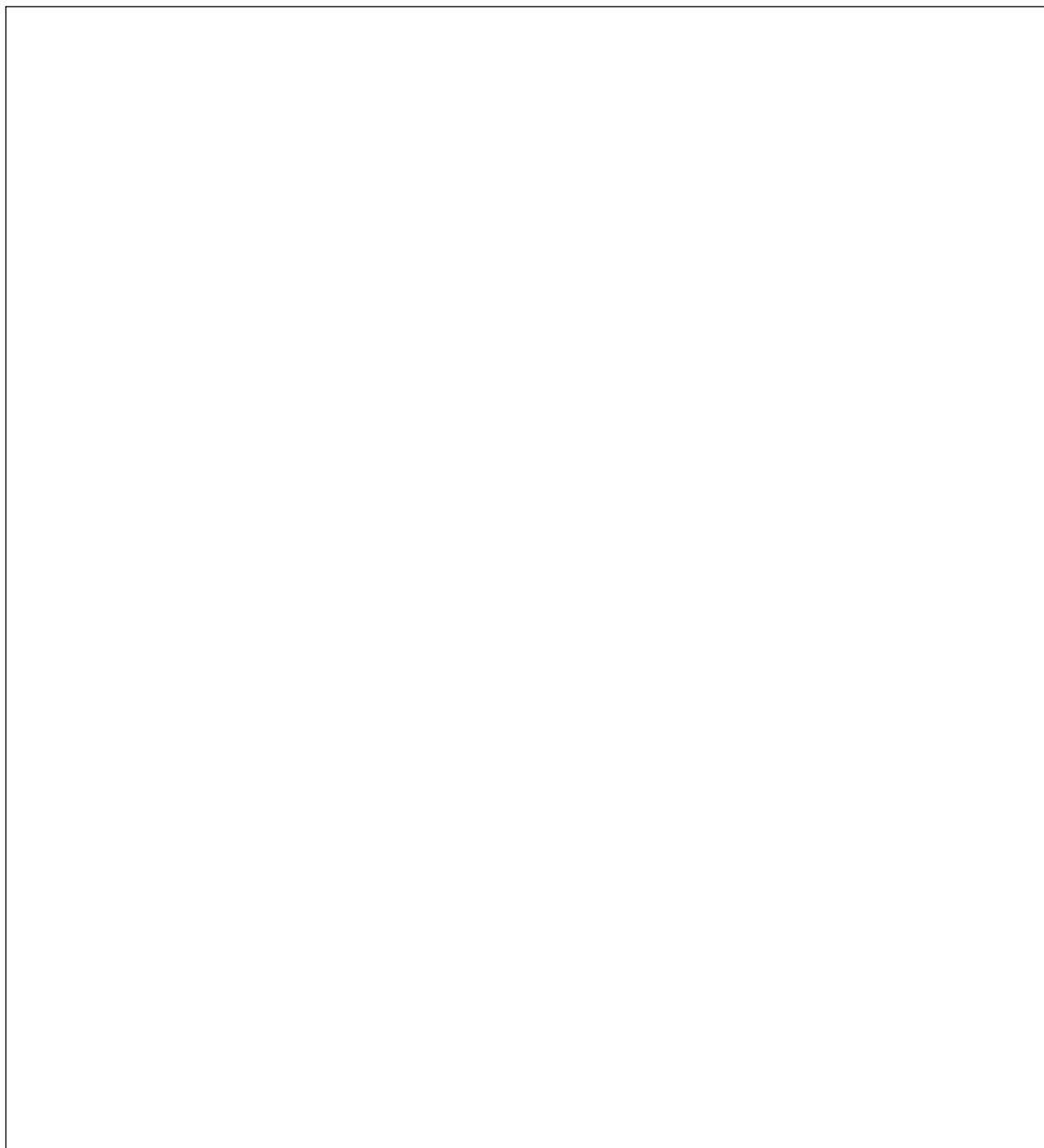
13

Complete the word web below. In each circle, write something that women did to help the war effort during the American Revolution. Fill in as much of the web as you can without looking back at the Reading Further section of your book.



13

Draw a picture that shows what either slaves or American Indians may have experienced during the American Revolution. Write a caption below your picture to explain what your picture shows.

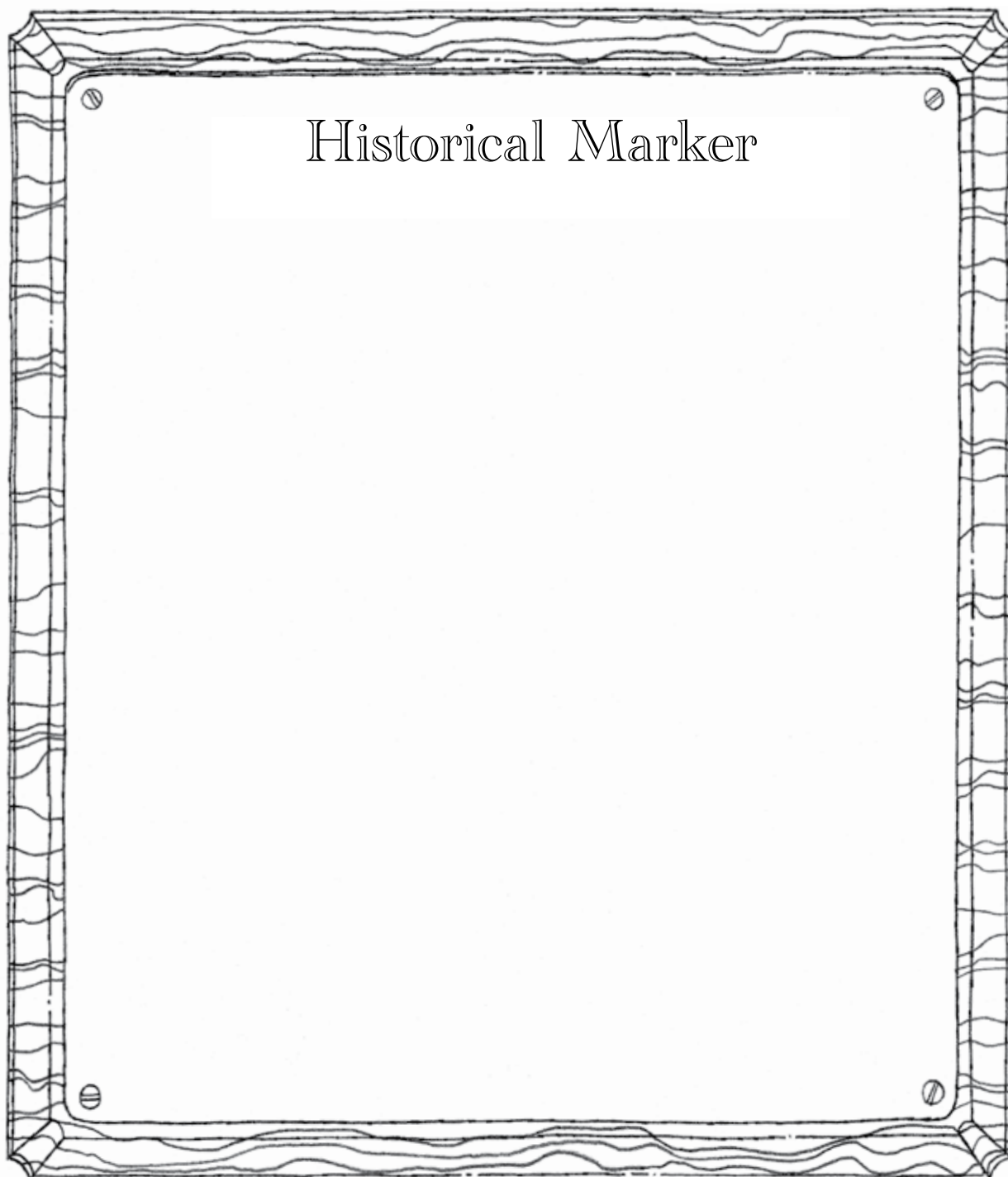


Caption:

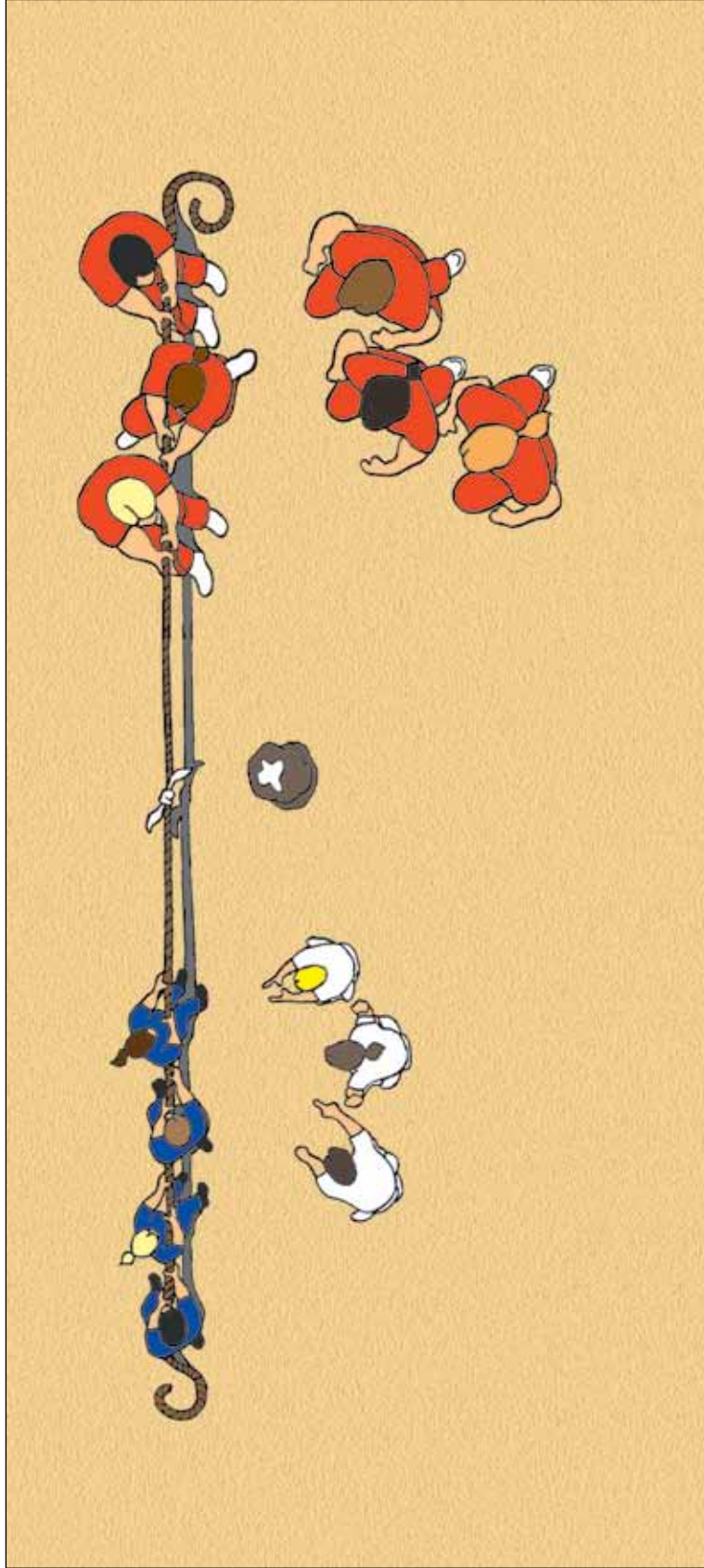
13

Create a historical marker to commemorate factors that helped the colonists win the American Revolution. Your marker should include

- a title.
- a summary that explains at least four factors that helped the Patriots win the American Revolution.
- drawings that illustrate the four factors described in the summary.
- writing that is free from spelling and grammar errors.



American Revolution: Unequal Tug-of-War



Women and the American Revolution

