Heroes and Heroines of the American Revolution

A Unit of Study
By Wendy L. Paterson
Summer 2007 – Spring 2008
Final Project
Grade Five
Proposal Abstract

Betsy's Battle Flag

"A nation thrills, a nation bleeds,
A nation follows where it leads,
And every man is proud to yield
His life upon a crimson field
For Betsy's Battle Flag."

By Minna Irving

Although this poem suggests that men were willing to fight and die for their country, primary and secondary sources suggest women also played important roles in the Revolutionary War. Women fought beside men on the battlefield, women followed their husbands to battle, offered food and water to the soldiers, nursed the sick and injured, provided support and words of encouragement to their soldiers, became spies, and kept the home fires burning. Men performed many duties as well. Men fought in battles, were couriers bringing messages to their comrades, planned battles and battle strategies, arranged and held secret meetings to bring about change, wrote and published articles and pictures in the hopes of swaying colonists to join the Patriot’s point of view.

Both men and women performed many rolls on and off the battlefield. This unit includes some of the more prominent men and women who are remembered for their acts of heroism during the American Revolution. “Men alone did not win the American Revolution. Women helped make life easier for soldiers and some of them even fought on the front lines. Many women stayed with their husbands during the American Revolution. Some women even brought their children. For the most part the women would cook and mend torn uniforms. Some women fought in battle... Some worked as nurses helping the wounded and dying. Some became great spies.”

rhuber@pocanticohills.org

The original plan for this unit was to introduce to the students the women of the American Revolution because the role for women didn’t seem to be historically significant enough to be included in the fifth grade Social Studies textbook. However, upon planning this unit, researching the women who made a difference, I realized that my personal bias would leave out men who made a difference. In the name of equality, I have decided to share with my students the men and women who made a difference during the Revolutionary War. This list of people is by no means complete. It is merely a smattering of the men and women who I was able to find primary and secondary sources of information for and at a level my fifth grade students could read and comprehend.

This unit is a cross-curricular, multi-disciplinary unit involving reading, writing, acting, researching, learning historical facts, and using technology to integrate, evaluate, and synthesize life during the Revolutionary War Era.
This unit provides fifth grade students with on-line sites about these famous men and women. Included on the sites are short biographies, quotes from each person, primary sources such as the Declaration of Independence and the Treaty of Paris, virtual tours of Betsy Ross’s house to the “Midnight Ride of Paul Revere”. Fifth grade students will become an expert on one hero or heroine of the American Revolution and write a report answering the question “In what ways did ____________ make a difference to the lives of others or the outcome of the American Revolution?”

Included in this unit are pictures and short biographies found from various sites on the internet. Background information about the American Revolution is presented in the fifth grade Social Studies textbook, A Nation Grows and in the Holt Social Studies text, America and Its Neighbors. Further knowledge is included in theme three of the anthology from the Houghton-Mifflin Reading Program called “Voices of the Revolution”. This unit is a cross-curricular unit, combining Social Studies, Reading, Writing, and Drama.

Students will be reading about the causes of the American Revolution, major battles of this war, men, women, and children’s roles during the Revolutionary War, the end of the war. The essential question is “How did the Revolutionary War affect the lives of the colonists in America?” Focus questions are: What were the causes of the American Revolution? What did men, women, and children do to help or hinder the war effort? How did the war end? How did colonists govern themselves now that the country was the United States of America? How was the new government different from the British form of government?

Each fifth grade student will become an expert on one hero or heroine of the American Revolution by researching online and writing a report answering the question “In what ways did ____________ make a difference to the lives of others or the outcome of the American Revolution?” Why did ____________ become involved in the war? Each student will then dress in character and present their new found knowledge with other students at our fifth grade Benson Village School Wax Museum. Students will also be well versed in the causes of the American Revolution, the main battles, and the end of the war.

Seminar Impact
This course has been a tremendous help. I see history in a different light. I have added to my repertories of information and instructional strategies. I believe I have incorporated lessons that have helped my students enjoy learning about our history. Because of the readings and my personal research, I feel I have enriched my own background knowledge, therefore enriching my students. Listening to authors, colleagues, and having discussions with grade-level groups has been another benefit of this course. Thank you.

Wendy L. Paterson

Central Questions:
• In what ways did ______________ impact people and events during the Revolutionary War Period?
• How did the attitude about women’s abilities help or hinder the war efforts?
• Why do you think women could have easily worked “undercover” as spies?
• How did women help their husbands, families, and other countrymen during the Revolutionary War?
• How did Abigail Adams, Deborah Sampson, and other women (see attached list) affect the lives of other women?

Challenge Questions:
• In what ways did women of the Revolutionary War Era affect the struggle for women’s rights in the 1800’s, 1900’s, and the 21st Century?
• If women were thought to be the “weaker” gender, lacking in intelligence and the ability to understand political discussions, and were not included as “forefathers” of this country, then why do images such as “Libertas”, “Lady Liberty”, and the “Statue of Liberty” don our coinage and the gateway to America?
• Compare and contrast the lives of Abigail Adams and Deborah Sampson. How were their lives the same? How were their lives different? How did their actions help to make changes in the future lives of women?

Lesson Length
This is a 3 – 4 week co-curricular unit of study, including Social Studies, Reading, Writing as well as Drama. The Social Studies classes will be approximately 30 minutes long, 5 days/week. The Language Arts classes (Reading, Research, Writing, Acting) will include a 90 minute period each day, Monday – Friday.

Key Ideas
• Causes of the American Revolution (Settlement of the Ohio Territory, Taxes, Unwanted British Troops in the Colonies, Blockade of Boston Harbor)
• Major battles of the American Revolution (Lexington and Concord, Bunker Hill, Saratoga, Monmouth, Yorktown)
• Men and women of the American Revolution who made many contributions to the war effort and to society
• The Revolutionary War had many effects on the American way of life (political, economical, technological, cultural)

Intended Learning Outcomes:
• Students will select a central question, research using books and the internet, write a written report and give an oral presentation.
• Students will acquire information about famous Patriots, Loyalists, Traitors, or British (both men and women) and their contributions to the effort to establish a free nation.
• Students will become an expert on one man or woman who dared to make a difference during that era.
• Students will research an individual man or woman, write a report, and then present it dressed in character.

Activities:
• Social Studies – Read Unit Three – Chapters 5 & 6
• Reading – Theme 3 – Voices of the Revolution and accompanying Leveled Readers
• Research – Research a person of the Revolutionary War Era. (see attached list)
• Writing – Write a research report.
• Drama – Students dress as their character and present that person to other classes as a “wax figure in a museum”.
• Drama – Act out or read from Readers’ Theater Skits

Assessment:
• Social Studies – Teacher-made Unit Test
• Reading – Houghton Mifflin weekly vocabulary, skills, comprehension, and theme tests
• Writing – Report Rubric
• Drama – Oral Presentation Rubric

Accommodations:
• All Social Studies text work will be read/discussed aloud
• Note-taking and highlighting will be modeled on chart paper, chalk board, Smart Board
• Scribes will be available for note-taking/report writing
• Anthology stories and Leveled Readers are on CD’s
• Small group or 1-1 assistance
• Cooperative partners or triads will be used as needed to accommodate paired reading, writing, or research activities
• Research reports may be handwritten, typed, scribed, or tape recorded
National History Standards:

Era 3: Revolution and the New Nation (1754 – 1820)
Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

Vermont Standards/Grade Expectations:

H&SS 5-6:1 Students initiate an inquiry by
• Asking relevant and focusing questions that will lead to independent research based on what they have seen, what they have read, what they have listened to, and/or what they have researched.

H&SS 5-6:2 Students develop a hypotheses, thesis, or research statement by
• Using prior knowledge, relevant questions, and facts to develop a prediction and/or propose an explanation or solution.

H&SS 5-6:3 Students design research by
  o Identifying the quality and quantity of information needed including primary and secondary resources.
  o Identifying tools, tasks, and procedures needed for conducting an inquiry, including a plan for citing sources.
  o Determining possible ways to present data (report)

H&SS 5-6:4 Students conduct research by
• Locating relevant materials such as print, electronic, and human resources.
• Describing evidence and recording observations using note cards, journals

H&SS 5-6:5 Students develop reasonable explanations that support the research statement by
• Organizing and displaying information in a manner appropriate to the research statement through narratives, dramatizations.

H&SS 5-6:9 Students show understanding of how humans interpret history by
• Identifying different types of primary and secondary sources, and understanding the benefits and limitations both bring to the study of history(e.g., interviews, biographies, magazine articles, and eyewitness accounts)

H&SS 5-6:10 Students show understanding of past, present, and future time by
• Identifying the beginning, middle, and end of an historical narrative or story.
• Identifying an important event in the United States and/or world, and describing multiple causes and effects of that event.
• Explaining transitions between eras that occurred over time as well as those that occurred as a result of a pivotal event.

H&SS 5-6:13 Students analyze how and why cultures continue and change over time by
• Describing the contributions of various cultural groups to the world, both past and present
• Identifying ways in which culture in the United States and the world has changed.
Primary Sources:


This book is about women and their relationships with men and other women and how life was for them during the Revolutionary War Era. It covers well-known Patriot women, English women, black women, Native American women, rich and poor women. Primary sources tell the plight of so many. The suffering, hardships, sacrifices, and bravery of so many unknowns fills the text. This book fills you with much background knowledge that “colorizes” the often “flat” textbook lessons. This is an excellent source of primary information about women and their roles during the 1700’s.

David McCullough, 1776. Simon & Schuster, New York, 2005

This book takes you from the beginning of the war (1775 to 1776) to the Declaration of Independence. It tells the tale of human persistence, belief, suffering, disillusion, the deadly costs of war (25,000 or 1% of the population and the strength of character and the determination of George Washington and the Patriots of that time period.

“Spy Letters of the American Revolution from the Collections of the Clements Library”. http://www.clements.umich.edu/spies/index-people.html

This site contains primary sources of spy letters of men and women of the Revolutionary Era. It shows images of actual spy letters with a printed form of the letter. It tells brief background information about each “spy”.


This is an incredible site that gives the biography of Paul Revere’s life, includes the poem, a virtual “tour” of Paul Revere’s ride, and lots of images of his ride. This site also includes primary sources (Paul’s deposition about the night of April 18, 1775. A great site for kids and adults too!

“People of the Revolution”. http://www.library.thinkquest.org

This is an awesome site! It includes primary and secondary sources. Teachers or students can read quotes from famous Patriots or Tories, including King George. There are biographies of many famous men and women who were involved during the Revolutionary War. This site can take you to other sites about related articles about the American Revolution.

Secondary Sources:

America and Its Neighbors, Holt, Rinehart and Winston, Publishers, 1986, Unit 3, Chapters 5, 6, and 7, pp. 98-125
This text offers factual information about the causes, battles, and people involved of the Revolutionary War. Pictures of artifacts and paintings in color are included. This older text is a good foundation for basic information about the Revolutionary War. The language is simple and easy to read.


This is the grade five Social Studies textbook. The chapters on causes, battles, people, and the outcome of the Revolutionary War are included. Pictures of artifacts are included, as well as paintings of that era. This book is an excellent resource to give students a general background of the Revolutionary War Era.

**Bring History Alive: A Sourcebook for Teaching United States History,** National Center for History in the Schools, University of California, Los Angeles, California, 1996.

This is a resource book. It takes historical time periods, divides it into grade level clusters, provides questions and activities that a student at that level will need to know. It is a quick and easy resource to get to the “point” of what kids need to know at each grade level during historical time periods from 1620 to the present.


This reading series has one theme “Voices of the Revolution” Theme #3 that covers people, events, causes, as well as fiction and non-fiction accounts about the Revolutionary War. The leveled readers give additional information at a variety of reading levels, so all students can learn about history on their level.

Fritz, Jean, **Why Don’t You Get a Horse, Sam Adams? , And Then What Happened, Paul Revere, Where was Patrick Henry On the 29th of May? What’s the Big Idea, Ben Franklin, Can’t You Make them Behave, King George?** Coward-McCann, Inc., New York, 1974.

This series of books tells about each individual and the events they participated in. Each book has simplified accounts of who they were, what they did, and how their actions helped in the Revolutionary War. This is just right for fifth graders!


This book is a short synopsis of essays that describe ways teachers of history can help to motivate students to want to learn and “get into” learning about history. Strategies are to use primary sources so students can “understand” events, beliefs of an era, use research, formulate and answer student questions and questions that require analysis and synthesis. Activities
include: research, role play, think of history as problems/solutions, debates and to “get to know the people” of an era. The basis of learning history is

“Tell me, I’ll listen
Show me and I’ll understand
Involve me, and I’ll learn”

Lakota (p.52)


This is a historical fiction book written in a diary format. It uses fictional characters and historical facts to help students “live” through the eyes of a child during the Revolutionary War. It also includes pictures of primary documents, including a letter from George Washington and The Declaration of Independence. This book is an excellent portrayal of life during the Revolutionary War. It is just right for instructional purposes with fifth graders.

Activities:

• Social Studies – Read Unit Three – Chapters 5 & 6
• Reading – Theme 3 – Voices of the Revolution and accompanying Leveled Readers
• Research – Research a woman of the Revolutionary War Era. (see attached list)
• Writing – Write a research report.
• Drama – Students dress as their character and present that person to other classes as a “wax figure in a museum”.
• Drama – Act out or read from Readers Theater Skits

• Writing – Report Rubric
• Drama – Oral Presentation Rubric

The American Revolution – Vocabulary List

Patriot
Minute man
Lobster Back
Red Coat
Militia
Tory
Colonies
Liberty

Sentries

Taxes

Revolutionary

Oppose

Cargo

Aristocratic

Rebels

Arms

Skirmish

Prisoners

Conflict

Enslavement

Privateers

Abolitionists

Men and Women of the American Revolution

Abigail Adams
Rachael Revere
Ann Bates
Deborah Sampson
Hannah Harrington Clark (e)
Margaret Cochran Corbin
Martha McFarlane Bell
Rebecca and Sarah Stillwell (The Stillwell Sisters)
Nancy Morgan Hart
Rachael and Grace Martin
Anna Warner
Angelica Vrooman
Mary Hagidorn
Mary Ludwig Hays (Molly Pitcher)
Miss Jenny
Kerenhappuch Norman Turner
George Washington
Samuel Adams
John Adams
Thomas Jefferson
Paul Revere
Benedict Arnold
King George III
General Edward Braddock
William Pitt
Crispus Attucks
Patrick Henry
Benjamin Franklin
Lord Cornwallis
James Madison
*This list is not complete

Social Studies Lesson Plans
Explicit Instruction on Causes, Major Battles, and People of the American Revolution
<table>
<thead>
<tr>
<th>Social Studies Lesson 1</th>
<th>Social Studies Lesson 2</th>
<th>Social Studies Lesson 3</th>
<th>Social Studies Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The French &amp; Indian War</td>
<td>Students will create a timeline beginning with the French &amp; Indian War. (1753)</td>
<td>Students read, discuss, highlight Holt pages 105 – 106, then continue to create the timeline.</td>
<td>Students read, discuss, highlight Holt pages 106 – 109, then continue to create the timeline of events leading up to the war.</td>
</tr>
</tbody>
</table>
| Students will read, discuss, highlight facts. Holt Text pages 101-104. Explaining this may also be written in the margins. | 1753 – George Washington/Fort Necessity | • Proclamation of 1763 | The Stamp Act of 1765 
• Reasons Britain taxed the Colonies | 
• French Trappers | 1754 – War begins | • The Sugar Act - 1764 | Boycott of British Goods 
• Colonists and British are allies | 1755 – British General Braddock try to capture Fort Duquesne | • Smuggling Goods | The Townshend Acts 
1758 – British troops under William Pitt, capture Fort Duquesne. Now called Pittsburgh | 1759 – Battle of Quebec (British win) | The Tea Tax (1770) 
1760 – British capture Montreal | The Quartering Act (1770) 
1763 – Treaty of Paris | The Boston Massacre (March 5, 1770) |
<table>
<thead>
<tr>
<th>Social Studies Lesson 5</th>
<th>Social Studies Lesson 6</th>
<th>Social Studies Lesson 7</th>
<th>Social Studies Lesson 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will read, discuss, highlight Holt text pages 109 – 111, then add content to timeline.</td>
<td>Students will explain in an essay why the colonists were angry with King George of England, using events from the timeline.</td>
<td>Students will play the “Independence Trail” game to practice causes of the Revolutionary War.</td>
<td>Students will play the Revolutionary War Jeopardy game, to practice the information.</td>
</tr>
<tr>
<td>Organizing for Action</td>
<td></td>
<td></td>
<td>After the Jeopardy Game, students will take a test.</td>
</tr>
<tr>
<td>• Committees of Correspondence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sons of Liberty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Daughters of Liberty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The Boston Tea Party</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Blockade of Boston Harbor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• First Continental Congress</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name of Unit: Revolutionary War Heroes & Heroines

Grade level: Fifth

<table>
<thead>
<tr>
<th>Week #1:</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Introduce Revolutionary War vocabulary.</td>
<td>Review vocabulary words (kids read word then say meaning)</td>
<td>Review vocabulary words (Kids work in pairs practicing the words)</td>
<td>Review vocabulary (Vocabulary Bee)</td>
<td>Vocabulary Test (Fill-in correct words in each sentence)</td>
</tr>
<tr>
<td>Heroines</td>
<td>Students copy and define the words in SS notebooks.</td>
<td>The Secret Soldier - Read/discuss Chapter 3 &amp; 4 pp.15 – 29</td>
<td>The Secret Soldier – Read/discuss Chapter 5 &amp; 6 pp.30 – 40</td>
<td>The Secret Soldier – Read/discuss Chapter 7 &amp; 8 pp.41 – 51</td>
<td>The Secret Soldier – Read/discuss Chapter 9 &amp; 10 pp.52 – 64</td>
</tr>
<tr>
<td></td>
<td>Introduce the book, <em>The Secret Soldier</em> By Ann McGovern</td>
<td>Note taking Bulleted list of facts</td>
<td>Note taking Bulleted list of facts</td>
<td>Note taking Bulleted list of facts</td>
<td>Note taking Bulleted list of facts</td>
</tr>
<tr>
<td></td>
<td>Read/discuss Chapter 1 &amp; 2 pp.3-14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students write a bulleted list of facts about Deborah Sampson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will read and discuss the story each day. Chapter facts about Deborah Sampson and the Revolutionary War will be discussed and listed in their Social Studies notebooks. Students will select, from a list of famous heroes and heroines of the Revolutionary War, one individual to become an expert on. They will search the internet sites to find out about that famous person. They will record facts, write a report, memorize it, and participate as that individual in a “Wax Museum”. Students/parents will be invited to “visit the Benson Village School Revolutionary War Wax Museum”. 
### Revolution War
Heroes and Heroines

<table>
<thead>
<tr>
<th>Week #2:</th>
<th>Topic:</th>
<th>Heroes</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students will select a Jean Fritz book to read.</td>
<td>Students will select a Jean Fritz book to read.</td>
<td>Students will select a Jean Fritz book to read.</td>
<td>Students will select a Jean Fritz book to read.</td>
<td>Students will select a Jean Fritz book to read.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Paul Revere</td>
<td>Paul Revere</td>
<td>Paul Revere</td>
<td>Paul Revere</td>
<td>Paul Revere</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sam Adams</td>
<td>Sam Adams</td>
<td>Sam Adams</td>
<td>Sam Adams</td>
<td>Sam Adams</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>King George</td>
<td>King George</td>
<td>King George</td>
<td>King George</td>
<td>King George</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Patrick Henry</td>
<td>Patrick Henry</td>
<td>Patrick Henry</td>
<td>Patrick Henry</td>
<td>Patrick Henry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ben Franklin</td>
<td>Ben Franklin</td>
<td>Ben Franklin</td>
<td>Ben Franklin</td>
<td>Ben Franklin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Working with a partner, students will read 8 pages each day, recording facts about each Patriot.</td>
<td>Working with a partner, students will read 8 pages each day, recording facts about each Patriot.</td>
<td>Working with a partner, students will read 8 pages each day, recording facts about each Patriot.</td>
<td>Working with a partner, students will read 8 pages each day, recording facts about each Patriot.</td>
<td>Working with a partner, students will read 8 pages each day, recording facts about each Patriot.</td>
</tr>
</tbody>
</table>

Each student will select a famous person to read about. Working with a partner, students will read a Jean Fritz biography. Several pages will be read each day. Next, students will make a bulleted list of facts about that person. Then from the list of facts, write a report about that person and explain how they were connected to the Revolutionary War. Lastly, students will share their report with the class.

#### How to Write a Character Sketch/Report

- Choose a person to write about. Your teacher may give you someone to research or a list to choose from.
• Begin your essay with a quote from that person or a quote someone said about your person. This quote may be a primary source, giving evidence of how that person felt during that time period. This quote should be one you can explain in your own words.

• Your first paragraph should state who you are writing about, explain the quote and give reasons why that person was important during the American Revolution.

• In the other paragraphs write details about what the person does to make a difference in the war effort.

• In the conclusion, write the important contributions the person makes to help either the Patriots or the British.

*These are samples of short biographies I found and collected to help get my fifth graders to begin their research about a famous individual from the Revolutionary War Era.

Benedict Arnold

Benedict Arnold was born in Norwich, Connecticut, on January 14, 1741. He married Margaret Mansfield, but she died on June 19, 1775. Four years later he married Peggy Shippen.

Arnold opened a druggist shop that also sold books. He also did a lot of traveling for his business. He was in the West Indies when he learned about the Boston Massacre. He reacted by saying, "Are the Americans all asleep and tamely giving up their liberties?" He wrote that the Colonists should take "immediate vengeance!"
Benedict Arnold was an American general. At the beginning of the Revolution, Benedict Arnold was one of the bravest. Benedict Arnold tricked the British into thinking that thousands and thousands of American forces were heading to Fort Schuyler. There were really less than a thousand were going to the fort. The Americans entered the fort with no enemy, thanks to Benedict Arnold's trick.

By 1779, Arnold had been making deals with the British. He did this because he was angry at the American Government for court-marshalling him because they found him guilty of using the army for his own personal reasons. He also went to the British because he wanted more money and he was in debt. The British gave Benedict Arnold a lot of money to become a British spy. They also promised to make him a British officer but they never fully trusted him.

Arnold offered to turn West Point over to the British. West Point was an important American fort, and Arnold was the general there. John André was a major in the British army. John André and Benedict Arnold exchanged letters about the plans for West Point. John André was caught by the Americans, and they found the documents in his sock. The documents showed that Benedict Arnold was a traitor. Benedict Arnold escaped from the Americans, and he was never caught. For the rest of his life, he lived in Canada and England.

He died in London, England, on June 14, 1801.

http://www.library.thinkquest.org

George Washington
George Washington

On April 30, 1789, George Washington, standing on the balcony of Federal Hall on Wall Street in New York, took his oath of office as the first President of the United States. "As the first of every thing, in our situation will serve to establish a Precedent," he wrote James Madison, "it is devoutly wished on my part, that these precedents may be fixed on true principles."

Born in 1732 into a Virginia planter family, he learned the morals, manners, and body of knowledge requisite for an 18th century Virginia gentleman.

He pursued two intertwined interests: military arts and western expansion. At 16 he helped survey Shenandoah lands for Thomas, Lord Fairfax. Commissioned a lieutenant colonel in 1754, he fought the first skirmishes of what grew into the French and Indian War. The next year, as an aide to Gen. Edward Braddock, he escaped injury although four bullets ripped his coat and two horses were shot from under him.

From 1759 to the outbreak of the American Revolution, Washington managed his lands around Mount Vernon and served in the Virginia House of Burgesses. Married to a widow, Martha Dandridge Custis, he devoted himself to a busy and happy life. But like his fellow planters, Washington felt himself exploited by British merchants and hampered by British regulations. As the quarrel with the mother country grew acute, he moderately but firmly voiced his resistance to the restrictions.

When the Second Continental Congress assembled in Philadelphia in May 1775, Washington, one of the Virginia delegates, was elected Commander in Chief of the Continental Army. On July 3, 1775, at Cambridge, Massachusetts, he took command of his ill-trained troops and embarked upon a war that was to last six grueling years.

He realized early that the best strategy was to harass the British. He reported to Congress, "we should on all Occasions avoid a general Action, or put anything to the Risque, unless compelled by a necessity, into which we ought never to be drawn." Ensuing battles saw him fall back slowly, then strike unexpectedly. Finally in 1781 with the aid of French allies--he forced the surrender of Cornwallis at Yorktown.

Washington longed to retire to his fields at Mount Vernon. But he soon realized that the Nation under its Articles of Confederation was not functioning well, so he became a prime mover in the steps leading to the Constitutional Convention at Philadelphia in 1787. When the new Constitution was ratified, the Electoral College unanimously elected Washington President.

He did not infringe upon the policy making powers that he felt the Constitution gave Congress. But the determination of foreign policy became preponderantly a Presidential concern. When the French Revolution led to a major war between France and England, Washington refused to accept entirely the recommendations of either his Secretary of State Thomas Jefferson, who was pro-French, or his Secretary of the Treasury Alexander Hamilton, who was pro-British. Rather, he insisted upon a neutral course until the United States could grow stronger.

To his disappointment, two parties were developing by the end of his first term. Wearied of politics, feeling old, he retired at the end of his second. In his Farewell Address, he urged his countrymen to forswear excessive party spirit and geographical distinctions. In foreign affairs, he warned against long-term alliances.

Washington enjoyed less than three years of retirement at Mount Vernon, for he died of a throat infection December 14, 1799. For months the Nation mourned him.
John Adams

John Adams · 1735—1826
Representing the colony of Massachusetts.
Education: Graduate of Harvard. (Lawyer)
Work: Admitted to Massachusetts Bar, 1761; Elected to Massachusetts Assembly, 1770; Attended First Continental Congress, 1774-'76; Signed Declaration of Independence, 1776; Appointed Diplomat to France, 1776-'79; Member of assembly to form State Constitution of Massachusetts, Minister plenipotentiary in Europe, 1780, '81: Party to the Treaty of Peace with Gr. Britain, 1783; U.S. Minister to the British court, c. 1783- '88; Elected first Vice President, 1789; President, 1796.
Died: July 4, 1826

Adams began his education in a common school in Braintree. He secured a scholarship to Harvard & graduated at the age of 20. He apprenticed to a Mr. Putnam of Worcester, who provided access to the library of the Attorney General of Massachusetts, and was admitted to the Bar in 1761. He participated in an outcry against Writs of Assistance. Adams became a prominent public figure in his activities against the Stamp Act, in response to which he wrote and published a popular article, Essay on the Canon and Feudal Law. He married in 1766 and moved to Boston, assuming a prominent position in the patriot movement. He was elected to the Massachusetts Assembly in 1770, and was chosen one of five to represent the colony at the First Continental Congress in 1774. Again in the Continental Congress, in 1775, he nominated Washington to be commander-in-chief on the colonial armies. Adams was a very active member of congress, he was engaged by as many as ninety committees and chaired twenty-five during the second Continental Congress. In May of 1776, he offered a resolution that amounted to a declaration of independence from Gr. Britain. He was shortly thereafter a fierce advocate
for the Declaration drafted by Thos. Jefferson. Congress then appointed him ambassador to France, to replace Silas Dean at the French court. He returned from those duties in 1779 and participated in the framing of a state constitution for Massachusetts, where he was further appointed Minister plenipotentiary to negotiate a peace, and form a commercial treaty, with Gr. Britain. In 1781 he participated with Franklin, Jay and Laurens, in development of the Treaty of Peace with Gr. Britain and was a signer of that treaty, which ended the Revolutionary War, in 1783. He was elected Vice President of the United States under Geo. Washington in 1789, and was elected President in 1796. Adams was a Federalist & this made him an arch-rival of Thos. Jefferson and his Republican party. The discord between Adams and Jefferson surfaced many times during Adams' (and, later, Jefferson's) presidency. This was not a mere party contest. The struggle was over the nature of the office and on the limits of Federal power over the state governments and individual citizens. Adams retired from office at the end of his term in 1801. He was elected President of a convention to reform the constitution of Massachusetts in 1824, but declined the honor due to failing health. He died on July 4, 1826 (incidentally, within hours of the death of Thos. Jefferson.) It is reported that his last words were "Independence Forever!" -Sources: PFG, EA. ©1996-2003 by Left Justified Publiks. All rights reserved.

King George III

20
King George III was the ruler of Great Britain from 1760-1820. He was a true hero to all those in Great Britain. To all those people in the colonies, he was not a hero, but an evil tyrant.

King George III was born in June 4, 1738. He was the oldest son of Fredrick, the Prince of Wales, and Princess Augusta of Saxe-Gotha. He became heir to the throne on the death of his father in 1751, succeeding his grandfather, George II, in 1760.

The Loyalists in the Revolutionary War loved him. They would hang pictures of him on their walls and would salute the Great Britain flag every day. They would hold tea parties for King George III. For most Loyalists, he was a hero.

The Patriots in the Revolutionary War hated him. They would make effigies of him and burn them. They would call him a Tory and throw rocks at pictures of him. They would burn Tory houses because the Tories honored King George III.

He also had a disease called porphyria. It is caused by a chemical insufficiency. King George III had a severe case of this. He got it right after he married Queen Charlotte in 1765. Its symptoms are abdominal pain, paralysis on the arms and legs, and many more. This disease is often known as the royal hereditary disease because it affected most people in the royal family.

Now, people in Great Britain think that everything that is said about King George III is untrue. They will say that he was a great man and did nothing wrong. He was and still is a hero to them.

Read a site made in Great Britain by Dr. Rosalind Marshall, Royal Household. "George III (r. 1760-1820)."
Check out the Public Library Site of Charlotte & Mecklenburg County."King George III."

Paul Revere
Henry Wadsworth Longfellow's poem *Paul Revere's Ride*, written in 1860 and published in 1861 in the *Atlantic Monthly*, transformed Paul Revere from a relatively obscure, although locally known, figure in American history into a national folk hero. As a result, most people know him only for his famous ride to Lexington on the night of April 18-19, 1775. Revere's life, however, was a long and productive one, involving industry, politics, and community service.

Click here for more details on Revere's ancestry and family.

**Revere's Early Life**

Born in Boston's North End in December, 1734, Paul Revere was the son of Apollos Rivoire, a French Huguenot (Protestant) immigrant, and Deborah Hichborn, daughter of a local artisan family. Rivoire, who changed his name to Paul Revere some time after immigrating, was a goldsmith and eventually the head of a large household. Paul Revere was the second of at least 9, possibly as many as 12 children and the eldest surviving son.

Paul was educated at the North Writing School and learned the art of gold and silversmithing from his father. When Paul was nineteen (and nearly finished with his apprenticeship) his father died, leaving Paul as the family's main source of income. Two years later, in 1756, Revere volunteered to fight the French at Lake George, New York, where he was commissioned as a second lieutenant in the colonial artillery.

In August, 1757, Revere married Sarah Orne. Together, they had eight children. Soon after Sarah's death in 1773, Revere married Rachel Walker with whom he had eight children.

Click here for more details on Revere's Family and Ancestry

**Revere Silversmith / Craftsman**

Revere's primary vocation, a trade he learned from his father, was that of goldsmith/silversmith, meaning he worked in both gold and silver. His silver shop was the cornerstone of his professional life for more than 40 years. As the master of his silversmith shop, Revere was responsible for both the workmanship and the quality of the metal alloy used. He employed numerous apprentices and journeymen to produce pieces ranging from simple spoons to
magnificent full tea sets. His work, highly praised during his lifetime, is regarded as one of the outstanding achievements in American decorative arts.

Revere also supplemented his income with other work. During the economic depression before the Revolution, Revere began his work as a copper plate engraver. He produced illustrations for books and magazines, business cards, political cartoons, bookplates, a song book and bills of fare for taverns. He also advertised as a dentist from 1768 to 1775. He not only cleaned teeth, but also wired in false teeth carved from walrus ivory or animal teeth. Contrary to popular myth, he did not make George Washington's false teeth. Fabricating a full set of dentures was beyond his ability.

**Political Activities / Revolutionary War**

Revere's political involvement arose through his connections with members of local organizations and his business patrons. As a member of the Masonic Lodge of St. Andrew, he was friendly with activists like James Otis and Dr. Joseph Warren. In the year before the Revolution, Revere gathered intelligence information by "watching the Movements of British Soldiers," as he wrote in an account of his ride. He was a courier for the Boston Committee of Correspondence and the Massachusetts Committee of Safety, riding express to the Continental Congress in Philadelphia. He also spread the word of the Boston Tea Party to New York and Philadelphia.

At 10 pm on the night of April 18, 1775, Revere received instructions from Dr. Joseph Warren to ride to Lexington to warn John Hancock and Samuel Adams of the British approach. The war erupted and Revere went on to serve as lieutenant colonel in the Massachusetts State Train of Artillery and commander of Castle Island in Boston Harbor. Revere and his troops saw little action at this post, but they did participate in minor expeditions to Newport, Rhode Island and Worcester, Mass. Revere's rather undistinguished military career ended with the failed Penobscot expedition.

**The Midnight Ride**

[Click here](#) for a complete description, including map and images.

**Paul Revere Industrialist - Post War Businesses**

Revere expanded his business interests in the years following the Revolution. He imported goods from England and ran a small hardware store until 1789. By 1788 he had opened a foundry which supplied bolts, spikes and nails for North End shipyards (including brass fittings for the U.S.S. Constitution), produced cannons and, after 1792, cast bells. One of his largest bells still rings in Boston's Kings Chapel.

Concerned that the United States had to import sheet copper from England, Revere opened the first copper rolling mill in North America in 1801. He provided copper sheeting for the hull of the U.S.S. Constitution and the dome of the new Massachusetts State House in 1803. Revere Copper and Brass, Inc., the descendent of Revere's rolling mill is best known for "Revereware"
copper-bottomed pots and pans. Revereware is now, however, manufactured by another company.

Revere's community and social involvements were extensive. He was a Freemason from 1760 to 1809 and held several offices in St. Andrew's and Rising States Lodges as well as the Massachusetts Grand Lodge. A member of the Massachusetts Charitable Mechanics Association, Revere also served as the association's first president. Founded in 1794, the group was an organization of artisans, and small businessmen who sought to improve the conditions under which their peers worked and aided members in "distressed" circumstances.

Last Years

In 1811, at the age of 76, Paul Revere retired and left his well-established copper business in the hand of his sons and grandsons. Revere seems to have remained healthy in his final years, despite the personal sorrow caused by the deaths of his wife Rachel and son Paul in 1813. Revere died of natural causes on May 10, 1818 at the age of 83, leaving five children, several grandchildren and great-grandchildren. The son of an immigrant artisan, not born to wealth or inheritance, Revere died a modestly well-to-do businessman and a popular local figure of some note. An obituary in the Boston Intelligence commented, "seldom has the tomb closed upon a life so honorable and useful." Paul Revere is buried in Boston's Granary Burying Ground.

Back to the Paul Revere Biography

Abigail Adams

Abigail Adams was born on November 22, 1744, in Weymouth, Massachusetts. She married John Adams, who later became the second president of the United States. She was the mother of John Quincy Adams. He became the sixth president of the United States. Only one other woman in American history, Barbara Bush, is both the wife and mother of an American President.

When she was a child, Abigail Adams was shy. She did not go to school because back then girls were not encouraged to go to school. Her family taught her a lot at home. When she grew up, she thought it was unfair how girls weren't allowed to go to school.

John Adams was an important man before the Revolution and during the Revolutionary War. He was a member of the Continental Congress, the group that was drafting the laws to run the United States when it became independent.
Abigail Adams wanted the new government to protect and increase women's rights.

Abigail wrote to John when he was in Philadelphia with the Continental Congress, "I long to hear that you have declared an independency & endash; and by the way in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice, or Representation." John Adams never took Abigail's plea seriously. The Continental Congress did not pass any laws to "remember the ladies." Women could not vote in the new country. They could not vote in the United States until 1919, more than 100 years after Abigail Adams died, in 1818.

Abigail Adams was very concerned and interested in what happened in the colonies. Abigail Adams and John Adams wrote many letters to each other. They often began, "Dearest friend." One letter that began this way was the letter that Abigail Adams wrote to her husband about their friend Dr. Joseph Warren after she learned that Dr. Warren had been killed at the Battle of Bunker Hill.

After the Revolutionary War ended, John Adams became the country's first vice president and then its second president. During that time, Abigail always supported her husband in his policies.

Abigail Adams died in 1818. She was 74 years old.

For more information about Abigail Adams, visit the site done by the University of Missouri-Kansas City School of Education. Visit a site about Abigail Adams done by a high school class.
Ann Bates

Ann Bates, a loyalist spy for the British forces, was a teacher in Philadelphia. Bates began spying for the British sometime in 1778. She posed as a peddler, selling thread, needles, knives and utensils to the American camp followers. In this manner, Bates traveled through rebel camps, counting the number of men and weapons and meeting with other loyalist sympathizers in the American army. On May 12, 1780 Bates requested to leave Clinton's espionage ring and join her husband, a gun repairman with the British Army, in Charleston, South Carolina.

Relevant Letters:

http://www.clements.umich.edu/spies/index-people.html

That a woman whom Craig / has trusted often ? came to town / last night ? She is well acquainted / with many of the R. A. ? 2 particular / known to Chabmers? one who / C.B.
transacted a great deal of / business with ? it is proposed to / send her out under the Idea / of selling little Matters in the / R.C. she will converse with / Chambers: I will return whenever / she may have learned any thing / that shall be desired to be known

What did Ann Bates do to help the Patriots? Do you think she is a hero? Why or why not?
Betsy Ross's real name was not Betsy; it was Elizabeth. When she was born, she was Elizabeth Griscom. She was born into a family that wanted to have a couple of children. They ended up having 17! Betsy was the eighth child. She was born in Philadelphia, Pennsylvania, on January 1, 1752.

Elizabeth went to a Quaker public school. The school day was eight hours long. After school, she may have worked at an upholsterer's workshop. Her job there probably was something that had to do with sewing.

When she was young, she entered a sewing contest at a fair. The fair was probably held in her home town. Betsy made a flag with a moon, the Liberty Bell and ten stars. The stars were five-pointed. She did not always make her stars five-pointed. She used to make them six-pointed until her mother taught her how to make the five-pointed kind. The flag took third place at the fair.

In November, 1773, 21-year-old Elizabeth eloped with John Ross. They got married in New Jersey. John Ross was wounded in an explosion. Even though his wife tried to heal him back to normal, he died on January 21, 1776.

Betsy married her next husband in June, 1777. Her next husband was Joseph Ashburn who was a sea captain. They had two daughters, Zillah, who died in her youth, and Elizabeth. Joseph was captured by the British and sent to a prison in England. He died in March, 1782. Betsy learned that from her friend, John
In May, 1783, Betsy married again. Her husband was John Claypoole, the man who told her that her second husband had died. They had five daughters, Clarissa Sidney, Susannah, Rachel, Jane and Harriet, who died at nine months.

During the Revolutionary War, Betsy Ross ran an upholstery shop of her own. She may have made shirts for George Washington.

On June 14, 1777, Congress resolved that the flag of the U.S. should be "thirteen stripes alternate red and white, that the Union be thirteen stars white in a blue field..." According to Betsy Ross's journal, a committee from the Continental Congress came to see her about making the flag. The people on the committee were George Ross, Robert Morris, and George Washington. George Ross recommended her for making the flag. When the committee went to ask her, she said yes.

The flag had thirteen stripes of red and white. They stood for the thirteen colonies that were becoming states. The flag also had thirteen stars which also represented the thirteen colonies becoming states. The stars were five-pointed, and they were white on a blue background. In the modern flag, we still have thirteen stripes, one for each of the original thirteen colonies, but there are now 50 stars, one for each state that has joined the United States.

People think that she made the American flag, but it's not totally for sure. People think that because there are no founding mothers there is only Betsy Ross. It also made women look up to her. Betsy Ross was a mother, wife, flag maker, and she was also educated.

Betsy Ross died on January 30, 1836, at the age of 84. There is a poem written by Minna Irving about Betsy Ross; the poem is called "Betsy's Battle Flag" and shows how important the flag is to Americans.

Betsy's Battle Flag

"A nation thrills, a nation bleeds,
A nation follows where it leads,
And every man is proud to yield
His life upon a crimson field"
For Betsy's Battle Flag."

Betsy Ross was a real person, but there is really no proof that she made the flag. There also isn't any proof that she didn't. People aren't sure about Betsy Ross, but it was an important story that gave women hope. There were many reasons why the story of Betsy Ross and the flag was spread so quickly.

People realized that women needed to be recognized because they were also part of the Revolution. There was a need to discover "founding mothers" because all people knew about were "founding fathers." Betsy Ross was a widow. She lost two husbands in the Revolutionary War. We may not be sure about her making the flag, but we do know that she was a seamstress who worked hard to support herself and her child.

Americans love their flag! They needed a story to go along with the flag: they may have made up the story or they may have exaggerated or they may have just heard it.

In the 1800s, advertising started and people loved the story of Betsy Ross, so they used a lot of figures of her and a flag.

Women in the Revolution were ignored by history books. The story of Betsy Ross was an important female voice of the American revolution.

This is a woman's history site with info about Betsy Ross. Minna Irving wrote the Betsy Ross poem.

Deborah Sampson

Deborah Sampson was born in 1760. When she was a child, her father died at sea and her mother sent all of her family away. Her mother could not take care of her children because they did not have enough money. After Deborah was sent
away, she worked as a servant on a farm. She learned to sew, spin, hunt, ride a horse and she could even do carpentry work. She loved to learn, and she begged the men in the family to teach her new things. Deborah learned so much from them that she later became a teacher.

She wanted to help the men in the American Revolution, she could not, because back then women were not allowed to fight in the war. Deborah knew that in order to help in the war, she would have to pretend to be a man. She practiced acting like a man and finally she was ready to fight with the soldiers. She enlisted in the army and thought up a new name for herself: Robert Shurtleff.

She was five feet and seven inches tall, which was tall for a woman, but her fellow soldiers simply thought that she was a short boy. They teased Deborah because "Robert" did not have to shave.

She was a brave soldier and volunteered for dangerous missions. The other soldiers were proud of "Robert." Deborah became an aide to the general. "Robert" served the general his meals.

Everything was going smoothly until she got wounded in the head and leg. She let the doctor treat her head injury, but not her leg. If the doctor had treated her leg, she would have been found out! She took out the bullet in her leg by herself. Her leg never healed all the way, but her secret was safe. Deborah was afraid that if the other soldiers found out that "Robert" was a girl that they would shoot her.

Later, Deborah became sick with a fever and was put in the hospital. The doctor found out her secret--that "Robert" was a woman. The doctor took her to his home to recover from her illness. The army gave her an honorable discharge after they learned her secret.

After leaving the army, she married a farmer named Benjamin Gannett. They had three children. Deborah taught at a school and gave lectures and speeches on what happened during the war. At the end of some of her speeches, she would dress up in her uniform and her gun to show them what she looked like as a soldier.
After receiving a letter from Paul Revere, Congress agreed to grant Deborah Sampson a pension. Massachusetts General Court recognized her as a hero on January 20, 1792. She received four dollars a month until her death at age sixty-six.

Mercy Otis Warren

Mercy Otis Warren was a woman who grew up expressing her feelings through writing. She wrote letters to friends, poems, and plays about freedom of the colonies and women’s rights.

"Mankind may amuse themselves with theoretic systems of liberty, and trace its social and moral effects on sciences, virtue, industry and every improvement of which the human mind is capable; but we can only discern its true value by the practical and wretched effects of slavery; and thus dreadfully will they be realized, when the inhabitants of the Eastern States are dragging out a miserable existence, only on the gleanings of their fields; and the Southern, blessed with a softer and more fertile climate, are languishing in hopeless poverty; and when asked, what is become of the flower of their crop, and the rich produce of their farms-they may answer in the hapless stile of the Man of La Mancha,-" The steward of my Lord has seized and sent it to Madrid." Or, in the more literal language of truth, The exigencies of government require that the collectors of the revenue should transmit it to the Federal City."

Mercy Otis Warren

http://library.thinkquest.org/TQ0312848/people.htm

Click on this sight to find out more about Mercy Otis Warren. Do you think she was right in her beliefs of the rights for the colonies to be free? Do you think she was justified that women should have the right to vote? How did she help fight for freedom?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Martha Washington

“...and all our paths Peace.”

Martha Washington is well-known as the wife of George Washington, our first president. She was born in Williamsburg, Virginia, on June 2, 1731. She was an active girl. Once, when she was young, she rode her horse right into her uncle's house, and even rode the horse up the stairs!

When Martha was only eighteen, she married Daniel Park Custis, a wealthy farmer who was twenty years older than she was. They had four children. Two babies died, and the other two were still very young when her husband died in 1757, when Martha was only 26 years old.

Martha met George Washington at a dance in Williamsburg. He was younger than she was. They got married in 1759. They did not have any children of their own, but George helped to raise Martha's two children, Jacky and Patsy.

They lived on a plantation in Virginia, Mount Vernon, which is now a national landmark, where tourists can visit and see what life was like for Martha and George Washington when they were alive.

During the Revolution, George was in charge of the American Army, and was away from home for most of the war. Martha stayed at Mount Vernon most of the time. Jacky got married, and he and his wife had six children. He and his wife stayed at Mount Vernon for part of the war. Then, Jacky went to help George Washington as an aide, but Jacky died soon after he arrived. Two of Jacky's children, Nelly and Wash, continued to live at Mount Vernon, and Martha raised them. Martha's bedroom was right above Nelly's room. They were very close.

George Washington became the country's first president in 1789. He and Martha had to travel to New York, where the first capital was. He was president for eight...
years, until 1797.

Even though she was the First Lady, Martha Washington never lived in the White House. This is because the White House was not built until after George Washington was president. The first capital was in New York, and then the capital was moved to Philadelphia. Martha Washington did not like living in either of these cities and was glad when George was no longer president and they could return to their home, Mount Vernon.

George Washington died in 1799. Martha was very sad, and she died a few years later, at the age of seventy-one, on May 22, 1802. When Martha Washington died, Nelly was close by her.

This is an envelope like the ones Martha Washington used.
Write True or False.

___1. The Stamp Act taxed tea.

___2. The Quartering Act forced colonists to house and feed British soldiers.

___3. A boycott is when people refuse to buy goods.

___4. The law that prohibited the colonists was called The Proclamation of 1765.

___5. Samuel Adams was the founder of the Sons of Liberty.

Short Response Answers.

6. Name three things that were taxed under the Sugar Act.
   ________________________, ________________________, ________________________

7. What did the group called the Daughters of Liberty do?
   __________________________________________________________________________

8. Name three things you know about the Boston Massacre.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

9. What was the Boston Tea Party?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

10. Who won the Battle of Bunker Hill and why did they win that battle?
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________
Fill in the blank. Use the word bank at the bottom.

11. Able-bodied men in the colonies were required to join the _________________.

12. __________________________ was the first colonist to die for freedom.

13. King George ordered the _________________ of Boston Harbor after the colonists threw tea in the harbor and refused to pay for it.

14. The colonists were not allowed to settle the __________________ after the French and Indian War.

15. __________________________ was the leader of the colonial army.

16. The Declaration of Independence was written by _________________________.

17. __________________________ wanted to remain loyal to King George III.

18. The colonists ________________ goods to replace goods lost in the closing of Boston Harbor.

19. Because the colonists ________________ all of the tax laws, King George and Parliament ________________ all of the tax laws, except the tax on ___________________.

Blockade, Tories, protested, Ohio Territory, militia, tea, George Washington, General Gage, Crispus Attucks, repealed, Thomas Jefferson, smuggled
# Speaking Skills
(Intermediate)

<table>
<thead>
<tr>
<th>Preparation Skills</th>
<th>High Quality</th>
<th>Accept</th>
<th>Not Accept</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organized to tell in the right order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The right topic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation Skills</th>
<th>High Quality</th>
<th>Accept</th>
<th>Not Accept</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Made eye contact</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spoke loudly enough</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spoke clearly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stood still and faced audience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Used quality audiovisuals (correctly)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrated Understanding</th>
<th>High Quality</th>
<th>Accept</th>
<th>Not Accept</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Got message across</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provided examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Answered questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Overall Quality of Presentation | | | |
Report Rubric

Name_________________________________________                  Date_____________
Report Title____________________________________                  Grade___________

Title
The title should be written with all capital letters except for small words within the title. The title should be centered.

4   3   2   1  0
Introduction
The introduction should be a paragraph that includes a focus statement explaining thoroughly what the report is about. This should include background information so the reader will understand the point of the essay.

4   3   2   1  0
Body of Response
Each paragraph should begin with a statement or topic sentence that tells what that paragraph is about. The following sentences give evidence, details, or proof that supports that topic sentence. Each paragraph may include a quote from the book or article.

4   3   2   1  0
Conclusion
The conclusion restates or summarizes the main points of your report. It may include any insights or connections you now have.

4   3   2   1  0
Grammar, Usage, Mechanics
Every paragraph should be indented or in block format. Every time you write about a new topic, you need a new paragraph. Every sentence should begin with a capital letter and end with the appropriate punctuation. Words should be spelled correctly. The final copy should be neatly written or typed using Times New Roman, font size 12. Rough drafts should be included with the final copy on top.

4   3   2   1  0

Comments: