American Revolution and its consequences Unit
Heather Powney
Professor Laninga
SST 309-01
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Overview: This unit focuses on four grade level content expectations for fifth grade covering the American Revolution and its consequences. After studying this unit students will be able to describe how military leadership, geography, type of resources, and incentives helped or did not help each side during the American Revolution, tell why the Battle of Saratoga, Valley Forge, and the Battle of Yorktown were important to the American Revolution, compare the roles of women, African Americans, American Indians, and France and how they shaped the outcome of the war, and talk about the Treaty of Paris and the new boundaries it gave the newly established United States.

Rationale: There are many reasons why it is important for students to learn about the history of the American Revolution. The first reason is that the American Revolution is the war which lead to the signing of the Treaty of Paris that established the United States as a free independent nation. It is important that students understand this so that they not only know where the United States came from but also how they arrived at its independence. Therefore, it is important for students to understand the advantages and disadvantages of both armies, the continental army and the British army, had during the war, the help and influences of women, African Americans, American Indians, and France, and some of the important events and battles such as, Valley Forge and the Battles of Saratoga and Yorktown. By learning this information students will have a better understanding of how the colonists fought to get their freedom and how the United States was established.

Introduction: In this social studies unit students will use many different resources and activities to better understand the grade level content standards for the American Revolution and its consequences. Students will use different types of graphic organizers; participate in a Valley Forge simulation, and an un-fair tug of war game to simulate the unequal sides in the American Revolution. Students will also be exposed to different online resources, magazine articles, textbooks, videos, songs, and artifacts. All of these will enhance the students understanding of the American Revolution and its consequences. All of this knowledge gained will be tested with an assessment at the end of the unit.
1. **KUDs: The road map:**

<table>
<thead>
<tr>
<th>GLCE (coding and wording); Verb(s) underlined; type of learning: Knowledge, Skill, Reasoning, Product</th>
<th>5-U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.</th>
<th>Type of learning: Reasoning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Knowledge (K)</th>
<th>Understand (U)</th>
<th>DO: Demonstration of Learning (DOL)</th>
<th>Vocabulary</th>
<th>I Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>The American Revolution lasted from 1775 to 1783. There were two major sides in the American Revolution, the Patriot (Continental Army) and the Red Coats (British Army). Americans – Advantages They were familiar with the geography of the area They had a stronger reason for winning. They were defending their homes. They had experience with weapons. They had better more accurate weapons that</td>
<td>Students will understand that during the American Revolution each side had different advantages and disadvantages.</td>
<td>Students will create a tree maps for each side during the Revolutionary War.</td>
<td>Advantage: something (such as a good position or condition) that helps to make someone or something better or more likely to succeed than others Disadvantage: something that causes difficulty: something that makes someone or something worse or less likely to succeed than others Revolution: Overthrow of one government and replacing it with another Mercenary: a soldier hired to fight for a foreign army</td>
<td>I can describe how military leadership, geography, type of resources, and incentives helped or did not help each side during the American Revolution.</td>
</tr>
</tbody>
</table>
had better range.

**British – Advantages**
They were well trained and they had a lot of equipment.

They were a large army.

They had exact orders and were disciplined.

They had the best navy.

They had help from some of the colonists called Loyalists.

They had money to hire foreign troops from Germany called mercenaries.

They had money for food and weapons.

**Americans – Disadvantages**

They were small.

They had an untrained army that were not trained or disciplined.
They were unpaid volunteers.

They had food, ammo, clothing, and medicine shortages because congress did not have enough money to supply the troops.

They did not have a navy.

**British - Disadvantages**

They were a long way from home so supplies, military orders, and troops took a long time to travel.

They we unprepared for the length of the war.

They used weapons that took longer to reload than the American’s guns.

They fought because it was their job and this caused them to be less motivated.

Hated by most of the colonists so they wouldn’t
Heather Powney, SST 309

<table>
<thead>
<tr>
<th>Lessons: How will you take them where they need to go? (Step-by-Step plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional strategies/Social constructs: How will they work?</td>
</tr>
<tr>
<td>(AND what will YOU do?)</td>
</tr>
</tbody>
</table>

**Lessons:**

**Anticipatory Set:** Show students will watch a short clip from the movie *The Patriot* to give them a visual and to help familiarize them with both sides.

**Modeling:** The teacher will introduce the GLCE by telling the students that they will be learning about the revolutionary war. During the Revolutionary war there were two different sides and just like in any situation where there are two sides each side had some advantages and disadvantages. We are going to be exploring the advantages and disadvantages each side had during the Revolutionary war. The teacher will also write the learning target on the board for students to see throughout the lesson. “I can describe how military leadership, geography, type of resources, and incentives helped or did not help each side during the American Revolution.”

**Guided Practice:** Students will participate in a game of tug-of-war that helps then make connections between the game and each of the side during the revolutionary war. For teacher prompt and activity (attachment (a)).

**Independent practice:** Students will read the corresponding section in the *Social Studies Alive! Americas Past*, chapter 13 section 1-6 or pages 173-179.

**Checking for Understanding:** Students will create an envelope foldable that contains all their knowledge of the advantages of the Continental army, the advantages of the Red coats, the disadvantages of the Continental army, and the disadvantages of the Red coats. They will also choose a picture that represents the Revolutionary war to put in the center of their foldable.

**Instructional strategies/Social constructs:**
- Foldables

**Resources needed:**

<table>
<thead>
<tr>
<th>Resources needed: What materials and resources will they need?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Page #s read, graphic organizers, books, posters, realia, etc...)</em></td>
</tr>
</tbody>
</table>

- [Link](https://www.youtube.com/watch?t=105&v=IFpFHj4XfFg) only play from 1-1.45 minutes
  - white board
  - whiteboard markers

- *Social Studies Alive! Americas Past*
  - Teachers Guide pgs. 162-164
  - Tug-of-war rope

- *Social Studies Alive! Americas Past*
  - Students Edition
  - paper
  - scissors
  - colored pencil
  - pencils
5. **Assessment ideas:**

   a. Students will create a tree diagram to help them organize their thoughts about the advantages and disadvantages of the Continental army and the Red coats. (attachment (b))

   After completing the tree diagram students will write a short essay explaining how military leadership, geography, type of resources, and incentives helped or did not help each side during the American Revolution. (attachment (c))

   b. **Grading Rubric**

<table>
<thead>
<tr>
<th>Tree Diagram: The student has created a neat tree diagram that contains advantages and disadvantages for each side, Continental Army and Red Coats in each of the following categories: military leadership, geography, types of resources, and incentives.</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tree Diagram: The student has created a neat tree diagram that contains 2-3 advantages and disadvantages for each side, Continental Army and Red Coats in each of the following categories: military leadership, geography, types of resources, or incentives.</td>
<td>3 points</td>
<td>0-1 advantages and disadvantages for each side, Continental Army and Red Coats in each of the following categories: military leadership, geography, types of resources, or incentives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essay: The student has explained how military leadership, geography, type of resources, and incentives helped or did not help each side during the American Revolution.</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay: The student has explained 2-3 things helped or did not help each side during the American Revolution from the following list: military leadership, geography, type of resources, and incentives.</td>
<td>3 points</td>
<td>0-1 things helped or did not help each side during the American Revolution from the following list: military leadership, geography, type of resources, and incentives.</td>
</tr>
</tbody>
</table>
Experiential Exercise

Phase 1: Making Connections to History Through a Game of Tag.

1. Tell students that they will make connections between a game of tug-of-war and the events of the American Revolution by playing a game that they will participate as team members.

2. Choose a suitable place for the tag of war and then make a safety

3. Arrange students into three teams for the tag of war. The Red

4. Have students take their starting positions. Have the Red and the Blue

5. Make the first rule change. At the Red and the Blue teams get ready to

6. White team: Place some students of medium height and build on this team.

7. Blue team: Place those students on the4 this team. The Blue team should

8. Make the safety announcement. Tell students that they are now ready to

9. Who are stable. Students playing tug-of-war are the role of simply observing

10. To wrap the rope around any parts of their bodies. Before the actual tug-

11. Establish your final round of tug-of-war. Tell students that they are now

12. End of the game. Tell students that they are now ready to

Attachment (a)
Read Further: The Revolution's Home Front

1. To read about this response.

2. In order to complete this response: the quote to reading notes

3. In social studies, the American Revolution (1775-1783) is often taught as the war for independence.

4. Read the following passage to help students master the material. Ask the question.

Procedure

1. Identify the strengths and weaknesses of the American revolution.

2. When the Americans come to the British in the American

3. All these questions, along the theme of this

4. When you ask the group, did you think they would win? Why?

5. Read these questions, how did you feel as the others continued to ask?

6. When you ask the group, how did you feel in the midst of this revolution?
I can describe how military leadership, geography, type of resources, and incentives helped or did not help each side during the American Revolution.
I can describe how military leadership, geography, type of resources, and incentives helped or did not help each side during the American Revolution.
Instructions: Using the tree diagram you created explain how military leadership, geography, type of resources, and incentives helped or did not help each side during the American Revolution.
5-U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
Type of Learning: Reasoning

<table>
<thead>
<tr>
<th>GLCE (coding and wording) and Verb underlined</th>
<th>Knowledge (K)</th>
</tr>
</thead>
</table>
| 5-U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution. Type of Learning: Reasoning | Valley Forge: Is important because this is where the continental army became an army. 
Showed that they were motivated to win the war. Members of the army were trained by General Freidrich Von Steben. He trained the continental army through daily drills, even in the very cold conditions. Through these drills the continental army learned how to be disciplined and work as a group. All this achievement was impressive due to the bad conditions. The soldiers were cold and hungry because there was not enough food to eat and they did not have warm clothes. There were also a lot of diseases such as | Students will understand that certain events had an impact of the outcome of the revolutionary war. |
|                                                                                       | Students will create a foldable with three sections a draw a picture to represent Valley Forge, the Battle of Saratoga, and the Battle of Yorktown. On the inside they will write a sentence explain why each of the events were important in the American Revolution. | Achievements: something that has been done or a result of hard work 
Drills: the act or exercise of training soldiers in marching and in using a weapon 
Impressive: deserving attention, or respect 
Typhoid Fever: a communicable disease marked especially by fever, headache, and intestinal inflammation and caused by a bacteria. 
Pneumonia: a serious disease that affects the lungs and makes it difficult to breathe 
Small Pox: a serious disease that causes fever and a rash and often death | I Can |

I can tell why Valley Forge, the Battle of Saratoga, and the Battle of Yorktown were important to the American Revolution.
<table>
<thead>
<tr>
<th>typhoid fever, pneumonia, and small pox. All of this encouraged soldiers to desert. Where George Washington chose to make camp for the winter because it was close to where the British were camping in Pennsylvania but they were far enough away that they could see an attack coming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle of Saratoga:</td>
</tr>
<tr>
<td>It was the turning point in the war. British army was trying a new conquer and divide strategy and were storming New York from Canada.</td>
</tr>
<tr>
<td>General Gates and the continental army stood between the British Army and Albany. The British Army attacked the continental army but the continental army won the battle. There were two important results from this battle.</td>
</tr>
</tbody>
</table>

1) Gave the continental army new life and hope

| Conquer: to defeat (someone or something) through the use of force |
| Divide: To separate into parts, sections, groups, or branches |
after being defeated at the Battle of Brandywine and the fall of Philadelphia.

2) Gave France the confidence to become American Allies.

Battle of Yorktown: The Battle of Yorktown was the last major battle of the American Revolution. Lead to the Treaty of Paris (we will discuss this later) Ended fighting in the American Colonies.

Lessons: How will you take them where they need to go? (Step-by-Step plan)
Instructional strategies/Social constructs: How will they work?
(AND what will YOU do?)

Lessons:
Anticipatory Set: Students will listen to the original speech at valley forge. (While students are listening to the speech have them follow along with the text)

Modeling: The teacher will introduce to the student the topic by saying that we are going to be learning about three significant events in the revolutionary war, Valley Forge, the battle of Saratoga, and the battle of Yorktown.
The teacher will also write the learning target on the board for the students to see throughout the lesson:
I can tell why Valley Forge, the Battle of Saratoga, and the Battle of Yorktown were important to the American Revolution.

Resources needed: What materials and resources will they need?
(Page #s read, graphic organizers, books, posters, realia, etc...)

Resources needed:
http://memory.loc.gov/cgi-bin/query (click first entry- At Valley Forge)

-White board
-White board Markers
**Guided Practice:** Students will participate in the Valley Forge and battle of Yorktown simulations. Students will first have to choose a role and complete the “A Colonist’s Diary” worksheet of their role. (attachment (a))

The teacher will also need to create the simulation spinner. (attachment (b))

The teacher will then use the prompt provided and guide students through each of the simulations. (attachment (c))

After each simulation students will complete diary writes from the diary prompt provided.

**Independent practice:** Students will do research on mainly the battle of Saratoga using the battle descriptions provided, history.com, section 13.7 of their text books, and the magazines provided. Students will also spend time during more research on the battle of Yorktown and Valley Forge.

**Checking for Understanding:** Students will create a pocket guide that displays their knowledge of Valley Forge, the battle of Saratoga, and the battle of Yorktown and why they are important.

**Assessment ideas:**

a. Students will create a pyramid foldable and on each side they will display one of the significant events in the Revolutionary War the battle of Saratoga, the battle of Yorktown, and Valley Forge. Along with the name of the side they will include why these events were important to the Revolutionary war.

b. Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has created a neat pyramid foldable that contains why Valley Forge, the battle of Saratoga, and the battle of Yorktown are significant.</td>
<td>The student has created a neat pyramid foldable that contains why two of the following events were important events in the Revolutionary war: Valley Forge, the battle of Saratoga, or the battle of Yorktown.</td>
<td>The student has created a pyramid foldable that contains why one of the following events were important events in the Revolutionary war: Valley Forge, the battle of Saratoga, or the battle of Yorktown.</td>
<td></td>
</tr>
</tbody>
</table>
Choose a Role

<table>
<thead>
<tr>
<th>Role</th>
<th>Military</th>
<th>Combat</th>
<th>Sabotage</th>
<th>Stealth</th>
<th>Schemer</th>
<th>Deceiver</th>
<th>Leader</th>
<th>Lover</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dealer</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The Collector</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>The Espionage</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>The Saboteur</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>The Steering</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Select the role you would like to play during the American Revolution simulation, then write:

- your role
- your character
- your strategy
- your goals

Your character will be known as [name].

Note: This is a fictional scenario, not a historical account.
A Colonist’s Diary

Student’s Name: 

Colonist’s Name and Role: 

Colonist’s Allegiance (circle one): Loyalist Patriot Undecided Citizen

Colonist’s Attributes:

Military Expertise: 

Common Sense: 

Stamina: 

Negotiating Skills: 

Loyalty: 

MORALE: 
(This number may be adjusted throughout the simulation.)
Attachment (b)
Winter at Valley Forge

1778

Activity: The War Goes On

At the end of the Revolutionary War, the Continental Army was in a state of disarray. Many soldiers were suffering from hunger, disease, and discipline. To improve their situation, Congress decided to establish a new military organization.

Scenario: The Worst and Best of Times

The winter at Valley Forge was one of the most challenging times in the Continental Army's history. The soldiers faced extreme cold, hunger, and disease. However, they remained faithful to their cause, and their determination helped them overcome these difficulties.

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Attachment (c)
Overview

Students learn about the triumphs and defeats of both sides in the Revolutionary War and experience an actual battle in Yorktown.

Background

The winter at Valley Forge had reckoned a large volunteer army into a seasoned, disciplined force, with the help of Baron Von Steuben, a Prussian officer enlisted by General George Washington. An alliance with France, coupled with the French navy sailing around the North American shores, caused the British army to reassess its location in Philadelphia.

In June of 1778, the British army left Philadelphia under the command of General Sir Henry Clinton and set out for Manhattan. Hot weather and heavy rains slowed the British march. The Continental army soon overtook the British soldiers and engaged them in battle at Monmouth Court House, New Jersey. The battle was a draw, and under the cover of night the British withdrew and reached Manhattan.

Making little progress in the North, the British decided to take the war to the southern colonies, where they believed they would find more support from the Loyalists. In late 1778, the British captured important ports of Savannah, Georgia. Shortly after, they also took the city of Augusta.

In February 1780, General Charles Cornwallis took the critical port city of Charleston, South Carolina. Here, the British captured 5,000 soldiers and enormous supplies, wiping out most of the southern Continental army. With such success in the South, Clinton left Cornwallis in charge of the southern army and returned to New York. Cornwallis continued to lay claim to the colonial territory, beginning in the South and moving toward the North.

The Continental Congress then sent General Horatio Gates to disrupt the British activities in the South. As Gates marched to Camden, South Carolina, he lost many men in the wilderness and swamp lands. Once at Camden, in the face of the British army, the colonials turned and ran. This marked a new low point for the Continental army. In September 1780 the Continental army suffered another blow when it was discovered that General Benedict Arnold had turned traitor. The British proceeded with great confidence through the South, attempting to systematically wipe out the Continental army.
**Scenario: The End Is Near**

...after having the above history with majesty, observe that this scenario is the Patriot side of forming the defenses surrounding the British position at Yorktown. The British are in the process of retreating from the Patriot lines. As the British depart, they leave behind a few soldiers to secure their position. The Patriots are keen to capture the remaining British soldiers. You are part of the Patriot group leading the charge.

**December 17, 1781**

Patriots: You can smell the burnt embers and glimpse the French flags flying from the tents of the French forces, under the command of General Jean-Baptiste de Rochambeau. As the first light of day breaks, you hear the thunder of the French cavalry and the shouts of the Patriot soldiers. You charge into the line of British soldiers who are attempting to hold their position.

**Actions**
1. You charge into the line of British soldiers.
2. You leap over the embankment and shout at the other soldiers.
3. You lead the charge over the embankment.

**October 17, 1781**

Loyalists: You see the British soldiers fleeing from the field. The French forces are in pursuit, and the British are trying to escape. You are tasked with capturing as many British soldiers as possible.

**Actions**
1. You charge into the line of British soldiers.
2. You leap over the embankment and shout at the other soldiers.
3. You lead the charge over the embankment.

...and so on.
Ask each Loyalist to tell you his or her choice, making sure to take note of it on a piece of paper. After all of the Patriots have made their decision, read them the following results:

1. If you chose R, a Patriot soldier jumps over the embankment and aims his musket at you. Spin your Military Expertise number or lower to stab him with your bayonet before he can shoot you.
   - If you succeed he goes down, but you see that it is hopeless to stay when more and more Patriots pour over the embankment. You retreat to Yorktown.
   - If you spin a number higher than your Military Expertise number, then the soldier blocks your throat and fires, the ball graces your head, and you fall unconscious to the earth.

2. As you begin moving toward your fellow soldiers you find yourself surrounded by muskets carrying Patriots. A Patriot officer points his sword at you and demands your surrender. Having no choice, you drop your musket and raise your hands.

3. As you run back to Yorktown, you glance behind and see that the Patriots have taken over the embankments that you have just abandoned.

**Activity: Surrender at Yorktown**

Read aloud the following entries from the diary of Ebenezer Denny, a major in the Continental army, relating the capture of General Cornwallis at Yorktown in 1781.

---

**Primary Source Document**

October 17th -

In the morning, before relief came, had the pleasure of seeing a drummer mount the enemy’s parapet, and beat a parley, and immediately an officer, holding up a white handkerchief, made his appearance outside the works; the drummer accompanied him, beating our batteries ceased. An officer from our lines ran over and met the other, and took the handkerchief over his eyes. The drummer sent back, and the British officer conducted to a house in rear of our lines. Firing ceased totally.

1781 -

Several flags pass and repass now and then without the drum. Had we not seen the drummer in his red coat when he first mounted, he might have been lost till today. The constant firing was too much for the sound of a single drum; but when the firing ceased, I thought I never heard a drum equal to it—the most delightful music to us all.

---

**Diary Prompt**

Have students write to these diaries about how they feel about witnessing the surrender of the British army to the Patriots. Ask the students to write about how they think their lives will change as a result of winning the Revolutionary War, and have the students write about how they think their lives will change as a result of facing the war.
Battle Description (cont.)

Battle of Saratoga, 1777

In the spring of 1777, the British designed a complicated plan to split New England from the other colonies. British General “Gentleman Johnny” Burgoyne was given command of an army that would drive down from Canada through Lake Champlain and Lake George on an invasion route. General Howe would move from New York with a fleet and an army up the Hudson River to join with General Burgoyne at Albany. This would drive a wedge between the middle colonies and the New England settlements. In the process, it would destroy George Washington’s army if he dared to meet them in the open field.

After taking Fort Ticonderoga in early August, Burgoyne almost immediately began to run into trouble. Instead of using Lake George and the Hudson River to get his army to Albany, Gentleman Johnny chose to cut through the forest. Moving a few miles every day, hacking their way through the heavy undergrowth, his army became a tangled mess of artillery, baggage, troops, and camp followers. The woods were dense. The Americans, avoiding an open-pitched battle, cut down trees across their path at every opportunity in order to stop the British advance.

General Burgoyne made little progress. His army was running out of food and supplies, and the men were dropping from exhaustion and sickness. Burgoyne ordered a column of troops—1,000 men, mostly Germans and English Tories—across the border into the Hampshire Grants (Vermont today) to get food. At a small town called Bennington, the British were attacked and destroyed by American troops and militia under the command of General John Stark. Burgoyne lost more than 900 men in the encounter.

The American army, commanded by General Horatio Gates, grew stronger each day as militia swarmed into the area and swelled his ranks. On September 19, Burgoyne attacked the Americans at Freeman’s Farm in Saratoga, but he was stopped in his tracks. The British still held out hope that they would be rescued. General Howe never received precise orders, so he took the initiative and struck at Philadelphia. General Clinton, in command at New York, sent a message to Burgoyne saying he hoped to push up the Hudson
Heather Powney, SST 309

River with 2,000 men as reinforcements. General Burgoyne launched a second attack at Freeman’s Farm on October 7, which also resulted in heavy British losses. It was on this day at a critical moment in the battle that American General Benedict Arnold led a charge into the British positions, stopping the British advance and leaving the Americans holding the field. Arnold suffered a severe wound in his leg, which took him out of action for several months. The British losses in these two days of fighting were more than 1,200 men killed or wounded. The army commanded by General John Burgoyne was completely surrounded. The British were outnumbered three to one, and more and more militia joined the American cause daily. Burgoyne’s army had been shattered in the two engagements, his men were short of food and supplies, and so there was little left to do except ask for terms of surrender. On the 17th of October, General Burgoyne surrendered his army of 5,000 men to General Horatio Gates. It was a great victory for the Americans. An entire British army that included professional German mercenaries had surrendered. Saratoga was a turning point in the war, for when the news reached Europe, the French agreed to a treaty of alliance with the United States. This assistance would enable the Americans to win the war.

Battle Descriptions (cont.)

Battle of Yorktown, 1781
Following the disaster at Saratoga, the South became the battleground. General Cornwallis was given overall command of the British troops in the southern colonies. There was great expectation that large numbers of Southern Tories (American colonists loyal to King George III) would come running to help fight the rebels, but it simply did not work out that way. The British took Charleston and set up forts throughout the Carolinas, but the Americans continued to fight on stubbornly in spite of several severe defeats. When George Washington and Congress placed General Nathaniel Greene in command of the American soldiers in the South, everything began to turn around. Throughout 1780 and 1781, the fighting was brutal. Francis Marion, called the “Swamp Fox,” would hit the British whenever he could and then scurry and hide in the swamplands. At King’s Mountain on October, 1780, Carolina backwoodsmen destroyed a force of 900 Southern Tories commanded by British officers. Cowpens, a battle fought on January 17, 1781, was a decisive victory for Greene and the Americans. Two months later, in March, at Guilford Courthouse, British General Cornwallis paid a terrible price for a small victory and made the decision to move north into Virginia. Cornwallis joined Benedict Arnold, now wearing a British uniform and fighting for the king, and together they put Virginia to the torch. But the British were beginning to realize that they were not having any great success against the Americans. Furthermore, the Tories were not coming to help the British in any great numbers. Cornwallis received orders to move his weary troops into Yorktown, Virginia, a little tobacco
port on the York River. Here, the British dug in, built fortifications, and waited for the Royal Navy. His army would be evacuated. At the same time on August of 1781, American soldiers, under General LaFayette and General Von Steuben, moved into Virginia and were able to surround Cornwallis with his back to the sea. General Washington’s army, together with his French allies, was in the vicinity of New York when he received word that Cornwallis was trapped in Yorktown. The British in New York were led to believe that the French and Americans were preparing to attack. Instead, Washington moved all the troops speedily down into Virginia, where, on the 14th of September, he joined up with Lafayette. Over in Chesapeake Bay, a French fleet blocked the capes and, outmaneuvering the Royal Navy, prevented the evacuation of Cornwallis’s army.

The American and French armies totaled 16,000 men. The British, caught behind their fortifications with nowhere to run, numbered 7,800. With Washington and his allies on all sides and with the French fleet blocking the Chesapeake, Cornwallis was in a hopeless position. On a daily basis, the British were battered by cannon fire. The French and Americans attacked repeatedly, probing the British defenses and getting closer. With each passing day, the British were running out of food and supplies. General Cornwallis knew that he would not get the help and the reinforcements he needed. He also realized that the Royal Navy would not come to his rescue.

On October 17, 1781, a defeated General Cornwallis surrendered his entire army to George Washington. As the British soldiers stacked their weapons and as the band played “The World Turned Upside Down,” the prisoners marched off the battlefield in orderly ranks. Cornwallis lost 156 soldiers with 326 wounded, and the rest were worn and weary by the long siege. The Americans and the French stood proudly at attention as the British marched through their ranks, and for the first time, the idea that independence was being won began to take hold.

| GLCE (coding and wording) and Verb underlined | 5-U3.2.3 Compare the role of Women, African American, American Indians, and France in helping shape the outcome of the war. Type of Learning: Reasoning |
| Knowledge (K) | Understand (U) | DO: Demonstration of Learning (DOL) | Vocabulary | I Can |
| Women: Nursed injured soldiers, provided supplies, and created ammunition. The jobs of seamstresses, cooks, and maids jobs | Students will understand that different people helped shape the outcome of the war. | Students will write a comparative essay comparing how women, African Americans, American Indians, and France helped the outcome of the war. | Ammunition: the objects (such as bullets and shells) that are shot from weapons | I can compare how Women, African Americans, American Indians, and France helped the continental army win the war. | Seamstresses: a woman |
given to camp follows of those women who did not have anyone to support them.

Some women were spies and other were secret soldiers.

They gained public support for the war, raised money for the war effort, ran family businesses, planted and harvested crops, and lent money to the government.

These were not their normal jobs. Women went away from their normal jobs to risk their lives to serve their country.

African Americans: The British army offered freedom to slaves who ran away from their masters to fight for them. These slaves fought in battles and served as spies.

Helped the continental army gain more people.

The African Americans wanted to join the who sews clothes, curtains, etc., as a job

Recruit: to find people and get them to join the armed forces.

Influential: having the power to cause changes

Financial Support: give money to help something

Colonists: someone who lives in one of the colonies

Westward: the movement west
Americans because they believed in justice and independence. However, early in the war patriot soldiers were unsure about giving slaves guns.

Bucks of American all black unit in the Continental army.

Lord Dunmore wanted Britain to keep control of the south so he offered Slaves and African Americans liberty if they fought for the British. He believe who ever took advantage of the availability of the African Americans first would win the war.

This made George Washington try to recruit free African American men.

Sometime the white slave owner sent their slaves to take their place in the Continental army.

They fought alongside of the patriots in many influential battles.
American Indians:

Saw both Colonists and British as threats and both tried to use the American Indians for their advantage.

Pushed for joining both sides.

Not trusted.

Their villages were raided for food and supplies.

They believed if the British won the war it would stop the expansion westward on to their land.

Divided the American Indians, some tribes fought for both sides.

They wanted to protect their lands.

France:
Provided financial support and supplied the continental army with weapons, clothes\uniforms, troops, and naval support.
Helped the continental army fight for independence. (Helped surround the British in the Battle of Yorktown) Cut off British ships.

<table>
<thead>
<tr>
<th>Lessons: How will you take them where they need to go?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional strategies/Social constructs: How will they work?</td>
</tr>
<tr>
<td>Resources needed: What materials and resources will they need?</td>
</tr>
</tbody>
</table>

**Lessons:**

**Anticipatory Set:** Read an excerpt from *Victory or Death! Stories of the American Revolution* called *The Spy: James Armistead* Pg: 75-89.

**Modeling:** The teacher will begin by introducing the new GLCE. They will explain to students that not only the men who fought in the war had an influence on the outcome of the war but Women, African American, American Indians, and France played a role in the outcome of the war. The teacher will also write the learning target on the board for the students to see throughout the lesson. I can compare how Women, African Americans, American Indians, and France helped the continental army win the war.

**Guided Practice:** Students will look at four different pictures
- Picture one displaying what women did during the Revolutionary war
- Picture two displaying what African Americans did during the Revolutionary war
- Picture three displaying what American Indians did during the war
- Picture four displaying what France did during the war

As students look at the pictures they will complete a 10x10 for each picture. (thinking especially about how what they are doing could affect the outcome of the war)

The teacher will facilitate a discussion based on the student's observations when thinking about how what they are doing could affect the outcome of the war.

**Independent practice:** Students will read the rest of chapter 13, pages 182-185, from their

**Resources needed:**

- The book *Victory or Death! Stories of the American Revolution* by Doreen Rappaport
- Whiteboard
- Whiteboard markers
- Four pictures for 10x10 from text book *Social Studies Alive! America’s Past* (attachment (a))
texts. Student should also review section 13.7 to find information about the contributions of France. While they are reading they will create lists of things each group did that contributed to the outcome of the Revolutionary war.

**Checking for Understanding:** The students will create a top tab book. On each of the tabs they will write one of the groups’ names, Women, African American, American Indian, and France. Then on this inside of that tab they will write about what they did, how their role was important to the outcome of the war, and draw a visual representation to help them remember their importance.

**Assessment ideas:**

a. Students will create bubble maps for each of the major groups to help them organize their thoughts about what women, African American, American Indians, and France did and how it influenced the outcome of the war. (See attachment c)

After completing the bubble maps students will write a short essay comparing how Women, African Americans, American Indians, and France helped the continental army win the war. (See attachment d)

b. **Grading Rubric**

<table>
<thead>
<tr>
<th>3 points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bubble Map: The student has created a neat bubble map that contains 5+ things that each group did during the Revolutionary war.</td>
<td>Bubble Map: The student has created a neat bubble map that contains 3-4 things that each group did during the Revolutionary war.</td>
<td>Bubble Map: The student has created a bubble map that contains 1-2 things that each group did during the Revolutionary war.</td>
</tr>
<tr>
<td>Essay: The student has explained how each of the groups, Women, African American, American Indians, and France influenced the outcome of the war.</td>
<td>Essay: The student has explained how 2-3 of the groups, Women, African American, American Indians, and France influenced the outcome of the war.</td>
<td>Essay: The student has explained how 0-1 of the groups, Women, African American, American Indians, and France influenced the outcome of the war.</td>
</tr>
</tbody>
</table>
Attachment (a)
Women had many roles in the war. Molly Pitcher took her place of soldier.
GLCE: 5-U3.2.3

Compare the role of Women, African Americans, American Indians, and France in helping share the outcome of the War.
Women
- What did women do?
- Nursed injured soldiers
- Provided soldiers with supplies
- Made ammunition
- Worked on army camps as cooks, maids, and seamstresses
- Were spies for the patriots
- Fought as secret soldiers
- Gained support for the war & raised money
- Ran family businesses (farmed the land & maintained the home front)

French

So what?
Women played a key role in the outcome of the war because they did everything and anything they could to serve their country.

Visual:

[Hand-drawn image of a woman and a cannon]
African Americans  American Indians  France

What did African Americans do?
- Fought for the British because they offered them freedom;
- Ran away from their owners to fight for the British. This was very dangerous and sometimes they were turned away;
- Served as spies for both sides;
- Fought in battles for both sides;
- In the beginning of the war they could not fight for the Patriots because the Colonists did not want to arm the slaves.

Visual:

So what?
African Americans played a key role in the outcome of the war because they helped both sides by spying and fighting for them.
American Indians

- Viewed both the colonists & British as a threat
- Most tribes stayed neutral, but some tribes joined either side
- Neither side trusted them, and each side punished them for helping the other
- Were forced to fight, which led them to struggle to survive.
- Wanted the British to win because they thought the colonists' sleeping bags were made of feathers, which were farmed farther and farther west.

American Indians helped shape the outcome of the war because they helped each side fight during the war.

What did American Indians do?

France
What did France do?

- Provided financial support
- Supplied the Continental Army with weapons, clothes, and uniforms
- Supplied the Continental Army with military support of troops in the Navy
- Helped the Continental Army paint

So what?
France helped shape the outcome of the war because they gave the Continental Army the support they needed to win their war for independence.
Bubble Maps

Women
African Americans
France
Instructions: Using the bubble maps you created to compare how Women, African Americans, American Indians, and France helped the continental army win the war.
5-U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

### Type of Learning: Reasoning

<table>
<thead>
<tr>
<th>Knowledge (K)</th>
<th>Understand (U)</th>
<th>DO: Demonstration of Learning (DOL)</th>
<th>Vocabulary</th>
<th>I Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ended the Revolutionary War and recognized the 13 colonies as independent from Great Britain.</td>
<td>Students will understand that after war agreements from each side have to be made.</td>
<td>Students will write a short essay about the Treaty of Paris and how it established the United States and its boundaries.</td>
<td>Territories: an area of land that belongs to or is controlled by a government</td>
<td>I can talk about the Treaty of Paris and how it created the United States and its boundaries.</td>
</tr>
<tr>
<td>Granted the United States all the territories that were west of the Mississippi, south of Canada and the Great Lakes, and north of Florida.</td>
<td></td>
<td></td>
<td>Properties: a piece of land that is owned by a person</td>
<td></td>
</tr>
<tr>
<td>Restore the properties and rights of loyalists.</td>
<td></td>
<td></td>
<td>Rights: the rights of citizens to political and social freedom and equality.</td>
<td></td>
</tr>
<tr>
<td>Equal access to the Mississippi river</td>
<td></td>
<td></td>
<td>Loyalists: a person who is loyal to the king</td>
<td></td>
</tr>
</tbody>
</table>
**Lessons: How will you take them where they need to go? (Step-by-Step plan)**

<table>
<thead>
<tr>
<th>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anticipatory Set:</strong> Student will complete a 10x10 of the picture of the individuals signing the Treaty of Paris.</td>
</tr>
<tr>
<td><strong>Modeling:</strong> The teacher will introduce to the student the topic by saying that we are going to be learning about the Treaty that ended the American Revolution. The teacher will also write the learning target on the board for the students to see throughout the lesson: I can talk about the Treaty of Paris and how it created the United States and its boundaries.</td>
</tr>
<tr>
<td><strong>Guided Practice:</strong> The teacher and the students will read through the Treaty of Paris. As they read through the Treaty of Paris they will make a list of all the things the Treaty did.</td>
</tr>
<tr>
<td><strong>Independent practice:</strong> The students will explore the interactive map of what the Treaty of Paris did to the boundaries of the United States. Students will also read the section 13.8 in their books.</td>
</tr>
<tr>
<td><strong>Checking for Understanding:</strong> The students will get into groups and summarize what they have read using the text rendering strategy.</td>
</tr>
</tbody>
</table>

**Resources needed: What materials and resources will they need?**

<table>
<thead>
<tr>
<th>(Page #s read, graphic organizers, books, posters, realia, etc...)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources needed:</strong></td>
</tr>
<tr>
<td>- Picture of signing of the Treaty of Paris (Attachment (a))</td>
</tr>
<tr>
<td>- whiteboard</td>
</tr>
<tr>
<td>- white markers</td>
</tr>
</tbody>
</table>

**Assessment ideas:**

- Students will write a short essay that describes why the Treaty of Paris was significant especially in the formation of the United States boundaries. (attachment (b))

  - **Grading Rubric**

<table>
<thead>
<tr>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay: The student has explained the significance of the Treaty of Paris and talked about all the boundaries the Treaty established.</td>
<td>Essay: The student has explained the significance of the Treaty of Paris and talked about some of the boundaries the Treaty established.</td>
<td>Essay: The student has not explained the significance of the Treaty of Paris but has talked about some of the boundaries the Treaty established.</td>
</tr>
</tbody>
</table>
Attachment (b)  

Short Essay  

Name: _____________________________

Instructions: Write a short essay that includes the significance of the Treaty of Paris and tell the boundaries the Treaty established.

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_________________________________________________________________________________________________________________
The lessons below are Marzano’s Six (6) Steps. This is a template for your own vocabulary ideas. The choices you make in the various steps will depend on the grade level of your unit and the words that need to be taught. **ALL of these Six (6) steps need to be evident in your lessons.**

<table>
<thead>
<tr>
<th>Vocabulary Lessons: How will you take them where they need to go? <em>(Step-by-Step plan)</em></th>
<th>Resources needed: What materials and resources will they need? <em>(Page #s read, graphic organizers, books, posters, realia, etc...)</em></th>
</tr>
</thead>
</table>
| **Instructional strategies/Social constructs:** How will they work? *(AND what will YOU do?)* | **Resources needed:**  
- Vocabulary Script (attachment A)  
- Realia and Pictures (attachment B)  
- Word wall  
- Index cards for word wall  
- White board and white board markers  
- Internet access  
- Three scripts  
- Chart Paper  
- 4 X 5.5 pieces of paper |

**Lessons:**
5-U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

**Anticipatory Set:** Introduce students to the vocabulary by bringing in several different types of ammunition, several recruiting posters, one for soccer, game club, and musical, and images of influential people.

**Direct Instruction:**
1. Teacher will begin the lesson by introducing the three vocabulary words using the script and pictures (attachment A & B). This script incorporates Marzano’s six steps to Building Academic Vocabulary. The teacher will also bring in realia to help connect the learning to real life. Students will converse with one another as they develop their understanding. Students will independently show their work verbally in class and visually on paper.

   2. Teachers will show videos to illustrate the concepts of recruit and influential. They will also show a video of cannons shooting, how people are recruited for the armed forces, and how celebrities influence what we buy. Students will view the videos. They will also participate in several think-pair-share and classroom discussions.

**Guided Practice:**

https://www.youtube.com/watch?v=i3nQfiofz2c

https://www.youtube.com/watch?v=sOhvjBwuix4

https://www.youtube.com/watch?v=SJn64kkpOSc

**Resources for making Word Maps**
Teachers will provide students with word maps and plenty of time to talk about each of the vocabulary words. The students will fill out work maps for each of the three vocabulary words.

<table>
<thead>
<tr>
<th>Independent Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will create foldables that display their understanding of each of the three vocabulary terms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource for making Foldables:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Paper</td>
</tr>
<tr>
<td>- Scissors</td>
</tr>
<tr>
<td>- Pencil</td>
</tr>
<tr>
<td>- Colored Pencils</td>
</tr>
</tbody>
</table>


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**A Script for Vocabulary Development** (Attachment A)

**Step 1 - Teacher Talk:**
Ammunition: Show students several different types of bullets, cannon balls, and ammunition from the American Revolution, realia and picture (Attachment B). What do you think these things are for?
Student response: They look like different types of bullets.
How do we use these things? Show pictures of guns shooting bullets and cannons shooting cannon balls.
Student response: They shoot out of guns.
What do you think these things are used for during the American Revolution?
Student response: They were used to fight the red coats or used in the fight for our freedom.
These things are called Ammunition. Let’s say Ammunition together. Here is the word written on a card to go on our word wall. We are going to be learning about how women made ammunition to help supply the American army during the war.

**Step 5 - Building Academic Vocabulary: Student Discussion**

Students will create a concept map around the word Ammunition as a small group.
Show the video:
https://www.youtube.com/watch?v=i3nQfiQfz2c

Step 2 - Building Academic Vocabulary: Write in your own words the meaning of Ammunition
Teacher-talk: We have been learning about Ammunition today. How would you tell someone in your family what that word means? (Collect a few ideas from the students and write it on chart paper.)

Step 3 - Building Academic Vocabulary: Draw a picture of something that shows you know the meaning of Ammunition
Students will go back to their seats and on a 4”x5.5” paper, draw a picture that shows they know what ammunition is. They will write a word that goes with it to label the picture.

Step 1 - Teacher Talk
Recruit: Show the students several posters of school clubs they could join (Attachment B). Have three students volunteer to come forward and read three scripts to encourage them to join their club.

Soccer Team: Come join the soccer team! After every win the coach brings us pizza for lunch at school!

Game Club: Come join the game club, we play different games every day and take turns bringing in yummy snacks to share.

Musical: Come join the musical! We get to sing and dance together everyday after school.

Teacher Talk: Thank you for reading the scripts! When these three students were reading their script they were trying to get you to join their club they were recruiting you. So recruit means to find people and try to get them to join something. Can everyone say recruit with me?
Here is the word written on a card to go on our word wall. We are going to learn about how Soldiers were recruited during the revolutionary war, even free African Americans.

**Step 5 - Building Academic Vocabulary: Student Discussion**

Students will complete a think-pair-share activity to think about what people have tried to recruit them for. During the share portion record the students responses on chart paper (This will be used in the next vocabulary lesson).

Show students the video:

[https://www.youtube.com/watch?v=sOhvjBwuix4](https://www.youtube.com/watch?v=sOhvjBwuix4)

What does this video want you to do?

Students Response: Saying that no matter what job you have, you can join the army.

**Step 2 - Building Academic Vocabulary: Write in your own words the meaning of Recruit**

Teacher-talk: We have been learning about recruit today. How would you tell someone in your family what that word means? (Collect a few ideas from the students and write it on the white board)

**Step 3 - Building Academic Vocabulary: Draw a picture of something that shows you know the meaning of Recruit**

Students will go back to their seats and on a 4"x5.5" paper, draw a picture that shows they know what recruit is. They will write a word that goes with it to label the picture.

**Step 1 - Teacher Talk**
Influencial: Yesterday we talked about the word recruit. Today we are going to talk about something or someone that could change your mind to do something. Show a picture of David Beckham. If David Beckham was asking me to join his soccer team I would join his team. Remember yesterday how we created a list of things we have been recruited for.

**Step 5- Building Academic Vocabulary: Student Discussion**

Today we are going to do a think-pair-share about people or things that could get us to join the things we established yesterday during the think-pair-share that we wrote down on the chart paper. Share as a class these people that you came up with and add them to the chart paper.

Teacher Talk: These people are influential. To be influential means having the power to create change. Let’s say the word influencial together. Here is the word written on a card to go on our word wall. We are going to learn how women, African Americans, American Indians, and France influenced the outcome of the war.

Show students the video:

https://www.youtube.com/watch?v=SJn64kpkOSc

**Step 2 - Building Academic Vocabulary: Write in your own words the meaning of Influencial**

Teacher-talk: We have been learning what influential means today. How would you tell someone in your family what that word means? (Collect a few ideas from the students and write it on the white board or chart paper.)

**Step 3 - Building Academic Vocabulary: Draw a picture of something that shows you know the meaning of Influencial**

Students will go back to their seats and on a 4”x5.5” paper, draw a picture that shows they know what influential is. They will write a word that goes with it to label the picture.

**Step 4 Building Academic Vocabulary: Activities**
Students will review their knowledge and understanding of the new vocabulary by creating word maps for each of the new vocabulary words (Attachment C).

**Step-6 Building Academic Vocabulary: Games**

Students will participate as a whole class in $10,000 Pyramid. The teacher will read the descriptions of each of the words and students will fill in the words on the pyramids they have in front of them.

**Teacher’s Version:**

![Diagram of $10,000 Pyramid with words:
- Influential
- Recruit
- Colonists
- Financial Support
- Ammunition
- Seamstresses](attachment:image)
Descriptive clues about each word in the pyramid:

Financial Support: Give money to help someone
Ammunition: the objects such as bullets and cannon balls that are shot from weapons
Seamstresses: a women who sews clothes, curtains, etc, as a job
Recruit: to find people and get them to join something, in this case the armed forces
Colonists: someone who lives in one of the colonies
Influential: having the power to cause change

Student’s Version:
Attachment B:
### Attachment C:

<table>
<thead>
<tr>
<th>What I think it means:</th>
<th>Definition in my own words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture of what I think it is:</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Citation Page in APA Format for ALL materials and resources used in the unit. 10 minimum for full credit. See http://www.nwmissouri.edu/library/CITING/APA.htm for help. Use the **resources below ONLY if you’ve used ideas from them in your lessons.

Works Cited

*Battle of Saratoga* [Online video]. History.com.


#BeTheBest *British Army Recruitment Adve* [Online video]. YouTube.


*Saratoga NHP Cannon Crew firing demonstr* [Online video]. YouTube.


*The Patriot* [Online video]. Retrieved from https://www.youtube.com/watch?t=105&v=IFpFHj4XfFg
