



On behalf of Splash! Publications, we would like to welcome you to *The American Revolution*, one of several books in our American History series. Since this curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever utilized to teach students about the American Revolution. We would like to take a few moments to familiarize you with the program.

THE FORMAT

The American Revolution is a nine lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the nine lessons requires students to complete vocabulary cards, read about an American Revolution event, and complete a Reading comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, thought provoking discussion questions about the Revolution's famous people, grid and cardinal direction mapping, research projects utilizing primary and secondary sources, time lines, and using graphic organizers for journaling and letter writing are the types of activities that will guide students through their journey of *The American Revolution*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *The American Revolution*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions are located on pages 79-83.

THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 75-78 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words three times throughout their study of *The American Revolution*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.





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LESSONS *at a* GLANCE

1. Before reading *The English Colonies*, students will:

- complete Vocabulary Cards for *autobiography, biographies, captives, charters, Church of England, climate, coast, colonists, cultivate, European, expand, fertile, founded, Great Britain, gristmills, harbors, harsh, indigo, inhabited, island, manufactured, merchants, monarch, New World, North America, official, Pilgrims, plantations, Puritan, profit, resources, revolts, sawmills, transported, treaty, triangular, West Indies*. (pg. 1)

After reading *The English Colonies* (pps. 2-6), students will:

- answer *The English Colonies Reading Comprehension Questions*. (pg. 7)
- complete a *Journal Entry* by writing a letter to a black slave. (pg. 8)
- differentiate between primary and secondary sources. (pg. 9)
- take a *Vocabulary Quiz for The American Revolution Part I*. (pps. 10-11)

2. Before reading *The French and Indian War*, students will:

- complete Vocabulary Cards for *allies, ambushed, conflicts, defeat, defend, general, Great Lakes, invaded, militias, outnumbered, promoted, Québec, raided, savages, scalped, surrounded*. (pg. 1)
- complete *French and Indian War K•W•L•H Chart Part I*. (pps. 12-14)

After reading *The French and Indian War* (pps. 15-19), students will:

- answer *The French and Indian War Reading Comprehension Questions*. (pg. 20)
- complete *French and Indian War K•W•L•H Chart Parts II and III*. (pg. 21)

3. Before reading *The Proclamation of 1763*, students will:

- complete Vocabulary Cards for *erupted, ignored, outraged, preserved, proclamation, rebellion, reserved*. (pg. 1)

After reading *The Proclamation of 1763* (pps. 22-24), students will:

- answer *The Proclamation of 1763 Reading Comprehension Questions*. (pg. 25)



LESSONS *at a* GLANCE

4. Before reading *Struggle for Power*, students will:

- complete Vocabulary Cards for *abolish, boycotting, branded, Continental Congress, debt, disguised, elected, imported, intolerable, prohibited, protest, repealed, representatives, respect.* (pg. 1)

After reading *Struggle for Power* (pps. 26-28), students will:

- answer *Struggle for Power* Reading Comprehension Questions. (pg. 29)
- answer *Struggle for Power* discussion questions. (pg. 30)
- construct a time line of Great Britain's taxes and laws in *Time Travel*. (pps. 31-32)
- take a Vocabulary Quiz for *The American Revolution Part II*. (pps. 33-34)

5. Before reading *Preparing for Battle*, students will:

- complete Vocabulary Cards for *citizens, conquer, Continental Army, delegates, liberty, loyalty, mercenaries, minutemen, Patriots, Revolutionary War, silversmith.* (pg. 1)

After reading *Preparing for Battle* (pps. 35-37), students will:

- answer *Preparing for Battle* Reading Comprehension Questions. (pg. 38)
- read about Paul Revere and answer questions. (pg. 39)
- take on the roll of a Patriot and defend yourself against a Loyalist. (pg. 40)

6. Before reading *The Revolution Begins*, students will:

- complete a Vocabulary Card for *artillery.* (pg. 1)

After reading *The Revolution Begins* (pps. 41-42), students will:

- answer *The Revolution Begins* Reading Comprehension Questions. (pg. 43)
- use a graphic organizer to write a Revolutionary War letter to someone back home. (pps. 44-47)



LESSONS *at a* GLANCE

7. Before reading The Declaration of Independence, students will:

- complete Vocabulary Cards for *accused, adopt, debate, democracies, independence, overturn, traitors*. (pg. 1)

After reading The Declaration of Independence (pps. 48-49), students will:

- answer The Declaration of Independence Reading Comprehension Questions. (pg. 47)
- read about Caesar Rodney and answer thought-provoking questions. (pps. 51-52)

8. Before reading Battles in the North, students will:

- complete Vocabulary Cards for *alliance, boundaries, capital, constitution, contribution, historians, minister, naval, port, privateers, retreat, united*. (pg. 1)

After reading Battles in the North (pps. 53-55), students will:

- answer Battles in the North Reading Comprehension Questions. (pg. 56)
- read about Benjamin Franklin and answer thought-provoking questions. (pps. 57-59)
- use a grid system to locate Revolutionary forts and battle sites in the North. (pps. 60-63)

9. Before reading Battles in the South, students will:

- complete Vocabulary Cards for *estate, morale, palmetto, Quaker, siege*. (pg. 1)

After reading Battles in the South (pps. 64-66), students will:

- answer Battles in the South Reading Comprehension Questions. (pg. 67)
- use cardinal and intermediate directions to locate Revolutionary forts and battle sites in the South. (pps. 68-72)
- take a Vocabulary Quiz for The American Revolution Part III. (pps. 73-74)