

All 12 of my NY Social Studies Framework 4.3d lessons in one HUGE file!

Preview all 12 lessons here!

This resource is also available in a bundle with the review & assessment and a file that is just the student pages for the entire unit for easier printing. Please see my store for **The American Revolution in New York Bundle**.



Up-Lifting Learning with Mrs. S-O

• **NYS SOCIAL STUDIES FRAMEWORK** •

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY

★ **THE** ★

AMERICAN REVOLUTION

in

NEW YORK

ELA Integrated & Primary Sources ★★ ★

Complete Revolutionary War Resource ★★ ★

★ **COMPLETE UNIT IN ONE DOWNLOAD** ★

✓ READINGS & PRIMARY SOURCES

✓ GRAPHIC ORGANIZERS

✓ ASSESSMENTS & ACTIVITIES

✓ MAPS, TIMELINES & MORE!

Why so many taxes?

by George T. Edwards

The colonies had to pay taxes to Great Britain. The British government wanted money to run the country. The colonies had to pay taxes on things like tea, sugar, and paper. The colonies didn't like paying taxes because they didn't have a say in the government. They wanted to be able to make their own laws.

The Townshend Acts - 1767

What were the Townshend Acts?

The Townshend Acts were a series of laws passed by the British government in 1767. They imposed taxes on imports like tea, sugar, and paper. The colonies didn't like these taxes because they didn't have a say in the government. They wanted to be able to make their own laws.

Taxes to Tea

Why were the colonies so angry about all these taxes?

The colonies were angry about the taxes because they didn't have a say in the government. They wanted to be able to make their own laws. The taxes were also unfair because they were imposed on the colonies without their consent.

Patriot or Loyalist? Two Points of View

Patriot

Loyalist

Write down your opinion about the Patriots and Loyalists. Do you think they were right or wrong? Why?

The Continental Congress

As problems with Great Britain grew worse, the Continental Congress met to try to work together. They decided to declare independence from Britain. They wanted to be able to make their own laws and run their own country.

Bottles in New York

Timeline of events in New York during the American Revolution.

1776: The British evacuated New York City and moved back to New York City.

1777: The British moved back to New York City.

1778: The British evacuated New York City and moved back to New York City.

1779: The British evacuated New York City and moved back to New York City.

Burgoyne's Defeat - One Soldier's Story

Describe the battle of Saratoga. How did the British defeat the Continental Army? What were the consequences of the battle?

New York's Geographical Features

Map of New York showing land and water features. Label the following: Lake Ontario, Lake Erie, Hudson River, Albany, New York City, and the Atlantic Ocean.

Why was New York's Location Important?

1. New York had deep water ports. This was important because it allowed ships to come and go easily.

2. New York was a major trading center. This was important because it allowed the colonies to trade with other parts of the world.

3. New York was a strategic location. This was important because it allowed the British to control the Hudson River and the surrounding area.

The Battle of Long Island - Where in the World?

Map of the Battle of Long Island. Label the following: New York City, the Hudson River, the Atlantic Ocean, and the British Army.

After the Battle of Long Island - Cause & Effect

Cause	Effect
New York City was controlled by the British after the battle.	New York City was a busy port with many trade ships.
New York City was a busy port with many trade ships.	Many British soldiers were forced to leave New York City.

Native Life of Spin - Summarize!

What was the "Native Life of Spin"? How did it help American soldiers? Write a short story about the "Native Life of Spin".

★ **NO PREP** • **PRINT & GO** • **EVERYTHING YOU NEED** ★

Up-Lifting Learning
with Mrs. S-O

• **NYS SOCIAL STUDIES FRAMEWORK** •

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY

TAXES TO TEA

CAUSES OF THE REVOLUTIONARY WAR

ELA INTEGRATED
★★★★

4.3d

PRIMARY & SECONDARY SOURCES
★★★★

Assessment

Build Critical Thinking

Engaging Activities

★ **NO PREP • PRINT & GO • ANSWER KEY INCLUDED** ★

Lesson #3: The Townshend Act

Materials:

Included with download:

- Taxes to Tea Note Catcher and Key
- Townshend and Tea Act secondary source text for students
- The Townshend Acts of 1767 student page
- The Townshend Acts – 1767 Colonists Reactions student page & key (has news paper clippings on it)

Classroom:

- Colored pencils or crayons

Vo

Lesson #1: Unit Anticipatory Set

Materials:

Included with download:

- "Why so many taxes?" student text
- Optional "coins" to use in place of candy
- Ticket to Leave

Web Based:

- Link to the source of the Stamp Act The Boston Tea Party
<https://www.masshist.org/database/view.jsp?top=1&&pid=2&br=1>

From the Classroom:

- M&Ms – about a handful for each student
- Small paper cups
- A larger cup

Vocabulary:

- Tax – money

Anticipatory Set:

"King's M&Ms" –
<https://kristinenanini.com/role-playing-with-ami>

Alternatively, you can simplify this by having the student a cup of M&Ms or Skittles (some small candy). Throughout the day randomly tax the child. Must pay 2 candies! Tax pencils, and glasses (the more the better). Tax everyone is likely to have.

Body: Before starting to investigate the document. Many will think it was fun (I mean, candy was involved). The goal: they had no say and had to pay taxes. I start this first thing and teach this lesson at lunch time!

Next read the text about why King George decided to tax the colonies and a brief explanation of the Sons of Liberty and the Boston Tea Party.

Closure: Ticket to Leave

NOTE: I tend to focus mostly on The Stamp Act but you can use this to show that the taxes just kept coming. I mention the

Lesson #4: The Tea Act

Download:

Stamp Act and Tea Act secondary source text for students
News Article – optional primary source

Lesson #2: Investigating The Stamp Act (2-3 days)

Note: This is the longest lesson and is used to really bring home the idea that the colonists were angry about having no representation. The following two lessons on the Townshend and Tea Acts are much shorter.

Material:

Included with download:

- Taxes to Tea Note Catcher and Key (to be used in this and the following two lessons)

"The Stamp Act" – the original printed version of the Stamp Act (pages 1 & 2 as shown in upper right corner)
"The Stamp Act" – a December 18th news clipping (page 3 as labeled in upper right corner)



Taxes to Tea

Causes of the American Revolution
The Stamp Act, The Townshend Act, and the Tea Act
A multi-day, primary source document-based investigation.



NYS Social Studies Framework Standards Met:

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK

- 4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights

Full Lesson Plans

- Gathering, Interpreting, and Using Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization

NYS Next Gen ELA Standards Met:

- 4RI Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
- 4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.
- 4R6 In informational texts, compare and contrast a primary and secondary source on the same event or topic.

Learning Targets:

Students will be able to:

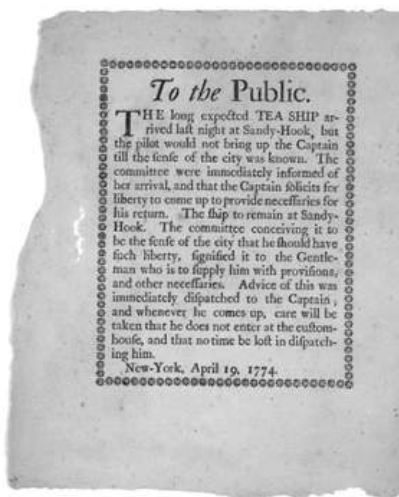
1. observe and interpret historic documents.
2. explain why King George felt he had the right to tax the colonists.
3. name three tax acts that were passed by parliament for the American colonies.
4. describe colonists' responses to the tax laws.

I have included two covers in case you wish to put all student handouts into a packet. I find this useful so that students have all of our materials in one place to refer back to as we work through the Revolutionary War material.

Primary Sources with Analysis – Keys Included

The Other Tea Party

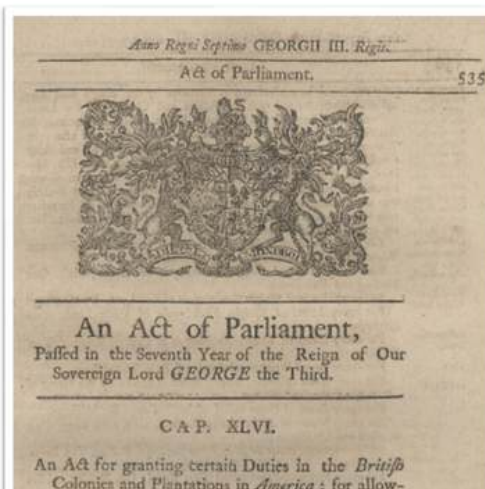
The word of the Boston Tea Party made its way to New York City. People were mad! The Son's of Liberty found out that a ship carrying twice as much tea as the ship in Boston would be arriving at Sandy Hook. They sent the captain a warning that the determined Revolution of the Citizens would not allow the tea on board his ship to be brought on land.



This notice in the newspaper lets the public know that the captain was warned, and he would not come further into New York. He requests supplies so that he can return to London.
How is this similar to what happened in Boston? How is it different?

This article explains that the ship will be leaving Sandy Hook, and when it does everyone who is a 'friend to this country' will come out to see the ship off.
Why do you think the Son's of Liberty wanted people there when the ship left?

The Townshend Acts - 1767



When and where the event took place.

The Dartmouth is a ship loaded with tea to be delivered in Boston. Mr. Rotch is the man responsible for collecting payment for the tea.

Mr. Rotch is worried about losing all of his money if he can't deliver the tea.



"For every Skin or Piece of Vellum or Parchment or Piece of paper on which will be ... written, or printed any Declaration, Plea, Replication..."

"For every skin..." from page 500-504 all the uses of skin, paper, vellum, etc. that are being taxed are listed and the amount of the tax is given. Also listed are newspapers and MANY types of legal documents.

"For every Pack of such cards, the sum of One Shilling. And for every Pair of such Dice, the Sum of Ten Shillings."

https://www.masshist.org/database/viewer.php?item_id=219&mode=large&img_step=1&pid=2&img_step=1&pid=2&

KEY

What was the "Grand Entertainment" about?

A "Grand Entertainment" means something happened that the people thought was fun to watch. Effigies made to represent the tax

Primary Sources with Analysis - Keys Included



CHAP. I.
An Act for granting and applying certain Stamp Duties, and other Duties, in the British Colonies and Plantations in America, towards further defraying the Expenses of defending, proceeding, and securing the same; and for amending such Parts of the several Acts of Parliament relating to the Trade and Revenue of the said Colonies and Plantations, as direct the Manner of determining and recovering the Penalties and Forfeitures therein mentioned.

WHEREAS by an Act made in the last Session of Parliament, several Duties were granted, continued, and appropriated, towards defraying the Expenses of defending, proceeding, and securing the said Colonies and Plantations in America: And whereas it is just and necessary, that Provision be made for raising a further Revenue within Your Majesty's Dominions in America, towards defraying the said Expenses: We, Your Majesty's most dutiful and loyal Subjects, the Commons of Great-Britain in Parliament assembled, have therefore resolved to give and grant unto Your Majesty the several Rates and Duties herein after mentioned; and do most humbly beseech Your Majesty that it may be enacted, and be it enacted by the King's most Excellent Majesty, by and with the Advice and Consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the Authority of the same, That from and after the First Day of November, One thousand seven hundred and forty five, there shall be the following Stamp Duties, levied, collected, and paid, unto His Majesty, His Heirs, and Successors, throughout the Colonies and Plantations in America which, from & after the said day, or hereafter may be, under the Dominions of His Majesty, His Heirs and Successors.

Great Britain. "An Act for granting and applying certain Stamp Duties, and other Duties, in the British Colonies and Plantations in America." From Anno Quinto Georgii III. Regis, pages 499-520. [Boston: printed by Richard and Samuel Draper and Green and Russel, 1765].
https://www.masshist.org/database/viewer.php?item_id=219&mode=large&img_step=1&pid=2&img_step=1&pid=2&

as witnesses of the demand. Mr. Robertson proceeded with the Committee to Mr. Harrison's lodgings, and made the demand. Mr. Harrison observed, he could not give an answer till he consulted the Comptroller, but would at office hours next morning, give a decisive answer. On the return of Mr. Rotch and the Committee, to the body with this report, the meeting was adjourned to Thursday morning at 10 o'clock.

provision be made dominions in America Majesty's most du Britain in parliament grant unto your Majesty mentioned; and enacted, and be it with the advice commons, in this the same, That from seven hundred and and paid unto his colonies and plant be, under the dom

ship be cleared (allowed to come into port and unload).

AS I have justly incurred the Repentment of my Fellow Citizens, from my Behaviour, as set forth in an Advertisement, Of great Importance to the Publick; I beg Leave to implore the Pardon of the Publick, assuring them that I am truly sorry for the Part I have acted; declare and promise that I never will again attempt an Act contrary to the true Interest and Resolutions of a People zealous in the Cause of Virtue and Liberty; and by my future Conduct, not only convince them of my Contrition, but make it my whole Study to maintain inviolate the Resolutions they have entered into,---beseeching the Publick in general to believe me, Their ready devoted, and most Obedient Humble Servant,
ALEXANDER ROBERTSON.

I also declare, That the Goods were returned back to Philadelphia by the Stage last Monday, and that a Certificate of the same shall be produced to the Publick.

What is Alexander Robertson doing in this ad? Why?



The Stamp Act Congress met to plan a protest and response to the Stamp Act. They wrote this, "The Declaration of Rights and Grievances" to send to King George. In it they let the King know that they are still loyal to him, but they do not believe that he has the right to tax them without representation.

NO TAXATION WITHOUT REPRESENTATION!
This became a common phrase used in the colonies to express how people felt. They believed the king had no right to tax them if they did not have representatives in the British Parliament.

Due to all the protests, King George did repeal (take back) the Stamp Act, but on the same day the British Parliament passed an Act (law) stating that they did have

Informational Text

Differentiated
Summative
Assessments

Tax Money



Tax “Money”



Note Catcher with Key

Ticket to Leave

Collage of educational materials related to the American Revolution, specifically focusing on the Townshend Acts and the Tea Tax. The materials include:

- Informational Text:** A page titled "The Townshend Act" explaining the laws passed in 1767 that required colonies to pay taxes on glass, paper, and tea. It also mentions the Sons of Liberty and the protests that led to the repeal of most taxes in 1770.
- Taxes to Tea:** A worksheet with a title "Taxes to Tea" and a small illustration of a man in a top hat. It includes a "Directions" box and several questions for students to answer, such as "Why were colonists so angry about all those taxes?" and "Why did King George believe he had a right to collect taxes?"
- Note Catcher:** A diagram showing a flow from "From Parliament & King George" to a "Note Catcher" box. The box lists "Colonists' responses..." including "Burn effigies", "Use violence to force stamp collectors/sellers to quit", and "Destroy tax collectors' property".
- Ticket to Leave:** A worksheet titled "Taxes!" with a "TICKET" stub. It asks students to "How did you feel about being taxed today? Circle an emoji below." and provides a row of nine emojis (happy, neutral, sad, angry, etc.) for selection. Below the emojis, it says "Explain your feelings using details on the lines below."
- Tax Money:** A page titled "Tax Money" featuring several gold coins.

Full Lesson Plan



• **NYS SOCIAL STUDIES FRAMEWORK** •

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY

PATRIOT OR LOYALIST?



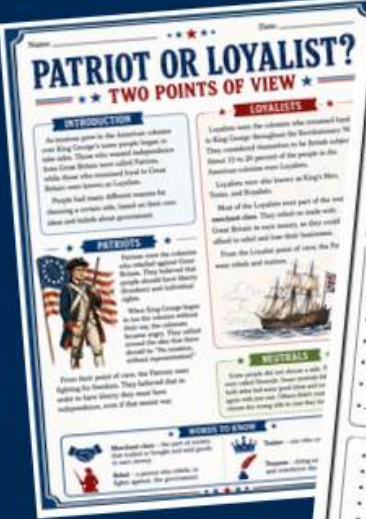
ELA INTEGRATED
★★★★



4.3d



COMPLETE LESSON PLAN
★★★★





ASSESSMENTS



BUILD THINKING SKILLS



ENGAGING ACTIVITIES

NO PREP • PRINT & GO • ANSWER KEY INCLUDED

Lesson Day 1: Anticipatory Set for the Topic

Materials:

Included with download:

- The text for the scenario in the body below to be displayed with a document camera if desired
- "Patriot or Loyalist: Two Points of View" student informational text page.

Patriot or Loyalist?

New York State Social Studies Framework:

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the American Revolution. **NOTES:** are b

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ELA Integration - Poetry, Historical Fiction, Text Analysis

Vocabulary:

- Patriot – American colonists who wanted to be free of Great Britain (aka Rebels, Whigs, Traitors).
- Loyalists – American colonist who wished to remain loyal to King George during the American Revolution (aka King's Men, Royalist, Tories).
- Merchant Class – the part of society that traded or bought and sold goods to earn money.
- Neutrals – American colonists who did not take a sides
- Rebel – a person who rebels, or fights against, the government.
- Traitor – one who commits treason.
- Treason – doing something to try and overthrow the government.

just like the class, they didn't all

informational text. This can be read
out the "Patriot or Loyalist? Two

Investigation

es by Captain Smyth & key
Dr. Jonathan Mitchell Sewall & key
nts of View" student response sheet.

ne singing "The Rebels" –
/search?client=firefox-b-l-
nary+war+song#fpstate=ive&vid=cid:7dlccabe,vid:EXGs4m_WB

nk to songs and poems section (just in case you want access to
/from=media/revolutionary-war/songs-and-poems/

and refer

notes to help

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-to-date

and calling out

of little rank

the "Patriot or Loyalist? Two Points of View" student respo

Name: _____

Patriot or Loyalist? Two P



Katie's Trunk
by Ann Turner

Do you think this story is told from a Patriot or Loyalist point of view? Explain. Be sure to use text details in your answer.



Redcoats and Petticoats
by Katherine Kirkpatrick

Do you think this story is told from a Patriot or Loyalist point of view? Explain. Be sure to use text details in your answer.

Name: _____

Date: _____

Patriot or Loyalist? Two Points of View

Title: _____

Author: _____

Do you think this story is told from a Patriot or Loyalist point of view? Explain. Be sure to use text details in your answer.

Do you think this story is told from a Patriot or Loyalist point of view? Explain. Be sure to use text details in your answer.

Revolutionary War Era-Poems to Analyze - notes/keys provided.

Student written response sheet.

Informational Text with Note Catcher

Ticket to Leave

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY

LEXINGTON & CONCORD

"The Shot Heard 'Round the World"

NO PREP • PRINT & GO • ANSWER KEY INCLUDED

Let it Begin Here
aka
The Shot heard Round the World
 Lesson on the first battles of the American Revolution for Grade 4
 Part of a Revolutionary War Series.

Materials:
 Included with download:
 • Note catcher & key.
 • Text of *Paul Revere's Ride* by Henry Wadsworth Longfellow. There is also a free version at getepic.com.
 • Venn Diagram to compare book and poem & key.
 Not included with download:
 • *Let it Begin Here* by Dennis Brindell Fradin or another book/text about the Battle of Lexington
 • "Shot Heard 'Round the World" by School House Rock lyrics - <http://www.schoolhouserock.tv/Shot.html>
Vocabulary:
 • Militia – a citizens' army
 • Regulars, redcoats, Lobsterbacks – names for the British soldiers
 • Rebels, patriots – Americans
 • Arms/Munitions – weapons
Lesson:
Anticipatory Set: Review previous lessons about why the colonists were angry ("No taxation without representation!"). Review Patrick Henry and others who were calling for independence.
Body: Read the book, *Let it Begin Here*, or *Paul Revere's Ride* by Henry Wadsworth Longfellow. Review the content, describing Paul Revere's ride and the Battles of Lexington and Concord.

KEY

Who
 Americans
 Sam Adams
 Paul Revere
 Samuel Prescott
 John Hancock
 Militiamen
 British
 General Gage
 Major Pitcair
 Lt. Smith
 Lobsterbacks
 /Regulars

Why
 British want to destroy the Patriots arms and munitions AND they want to arrest Adams and Hancock

Why were these battles known as the "Shot heard 'round the world?"
 The shots fired at Lexington and Concord started a war between the American colonies and Great Britain, which was halfway around the world. The shot couldn't actually be heard "round the world" but the events affected people "round the world".

Where
 Lexington and Concord
 Massachusetts

Famous Quote
 "Don't fire unless fired upon. But if they mean to have a war, let it begin here!"
 - Captain John Parker
 Leader of the Lexington Militia

Who
 Americans
 British

What
 What was that?
 BANG!

When

Where

Why

The Battles of Lexington and Concord

Why were these battles known as the "Shot heard 'round the world?"

Full Lesson Plan

Graphic Organizer to capture important information.

Text of Wadsworth's poem.

Paul Revere's Ride

By Henry Wadsworth Longfellow

LISTEN, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.
He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light, —
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.
Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And looked down into the pigeons from their perch

Who that day would be lying dead,
Pierced by a British musket-ball.
You know the rest. In the books you have read,
How the British Regulars fired and fled, —
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.
So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm, —
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

Midnight Ride of Paul Revere

Let it Begin Here

Both

- A poem
- More sensory detail
- State's that it was "2 of the clock when he came to the bridge in Concord town"
- Doesn't mention the loss at Lexington
- Creates a mood- has a different tone/voice
- Both are about the same date in History - April 19, 1775
- Same event - the first 2 battles of the Revolutionary War
- Paul Revere is in both
- Much more detail- we learn about more of the people about timeline of events
- A timeline of events
- Paul Revere never makes it to Concord - he is captured
- Dr. Prescott makes it to Concord
- More formal tone/voice, but more story-like than some non-fiction books.

Venn diagram to compare book and poem.

Ticket to Leave to check for understanding .



What was the "shot heard 'round the world"? Why was it important?



NYS SOCIAL STUDIES FRAMEWORK

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY

THE DECLARATION OF INDEPENDENCE

4.3d

ELA INTEGRATED

DIFFERENTIATED PROJECT MATERIALS

ASSESSMENTS

BUILD THINKING SKILLS

ENGAGING ACTIVITIES

NO PREP • PRINT & GO • ANSWER KEY INCLUDED

ELA Integration

Name: _____ KEY _____ Date: _____

Ticket To Leave

Persuade

Inform

Entertain

The purpose of any text is as easy as....

What was the purpose of the document and the information it provided?

The purpose of the Declaration of Independence was to inform the colonies and the world that the colonies were no longer loyal to the British and were now a separate nation.

Name: _____ Date: _____

Ticket To Leave

Persuade

Inform

Entertain

The purpose of any text is as easy as....

Who was the main author of the Declaration of Independence?

The main author is Thomas Jefferson.

When was the Declaration of Independence signed?

The Declaration of Independence was signed on September 17, 1776.

What do we call this special day that we celebrate each year?

We call the celebration Independence Day.

Ticket to Leave that is ELA integrated

Lesson Day 1 - The Declaration of Independence

Materials:

Included with download:

"The Declaration of Independence"

Transcript of the Declaration of Independence

"Declaration of Independence - Me"

Declaration of Independence - Say

Cell phone outlines - two provided

Body:

Transition into our topic. Read "The Declaration of Independence" and tag the text as directed. No need to read a few of the complaints (page 2), but a little more than halfway down the page have included a "Teaching Notes Version" for your state.

If you have a student who needs a signer would be a good project.

Lesson Day 2 - Virtual Field Trip

Materials:

Included with download:

Ticket to Leave

Online:

National Archives - Founding Documents www.archives.gov/founding-docs/

Tour of the National Archives by National Geographic www.youtube.com/watch?v=gw-n...

Body: Use the two online links to (1) watch the video and (2) read the transcript.

The Declaration of Independence

New York State Social Studies Framework:

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

NOTE: While there is not a bullet that calls out the Declaration of Independence, it is foundational to the war and our government.

New York State Next Gen ELA Standards:

4R1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

4R3 In informational texts, explain events, procedures, ideas, or concepts, including what they say and content-related details.

Liberty's Kid's Connection:

The First Fourth of July, Episode 114. <https://www.teachertube.com/videos/liberty-kids-the-first-fourth-of-july-373809>

Vocabulary:

Declaration - to declare

Declare - tell someone something; to make a statement

Independence - freedom

Liberty - freedom

Continental Congress - the government of the Colonies/States during the Revolutionary War

Transcript/transcription - a written, printed or typed copy

Full Lesson Plan

Differentiated Project Materials

Name: _____ Date: _____

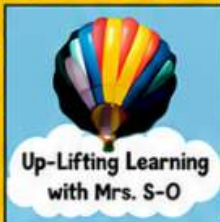
The Declaration of Independence - Memorization Challenge!

The lines below from the Declaration of Independence are very famous! They sum up what America believes and strives for. Your challenge - memorize this phrase!

Challenge dead line: _____

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Optional Memorization Challenge



• NYS SOCIAL STUDIES FRAMEWORK •

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY

ENSLAVED PERSONS DURING THE AMERICAN REVOLUTION

FEATURING BOYREREAU BRINCH

ELA
INTEGRATED
★★★★

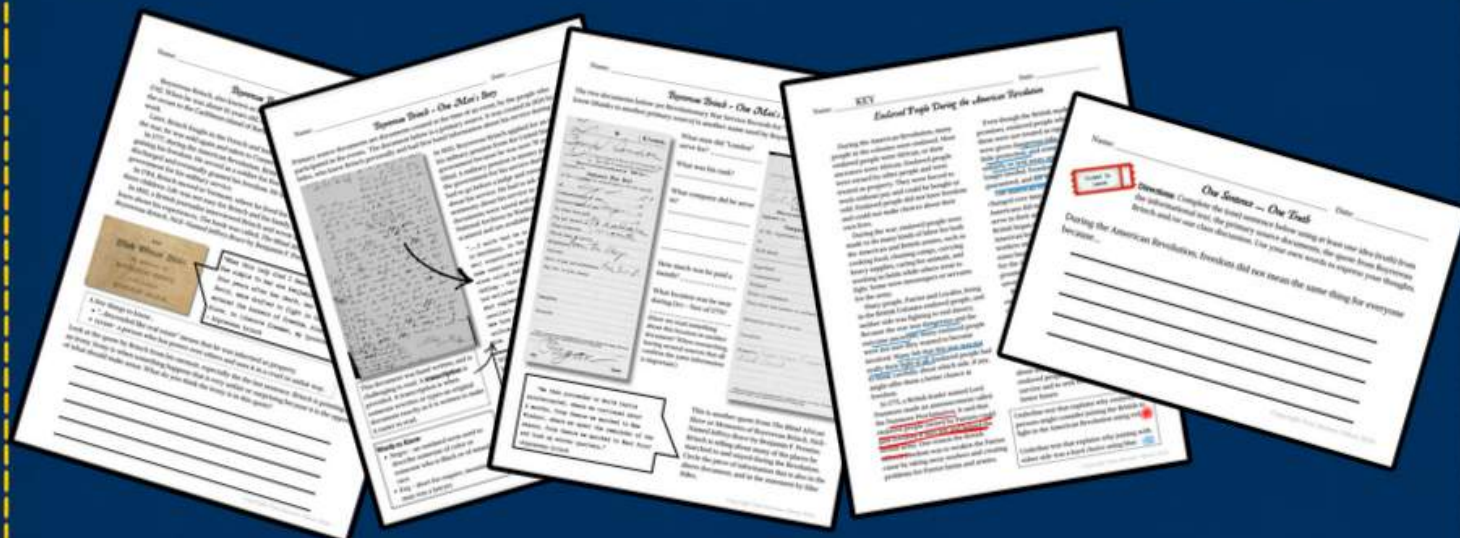
4.3d

PRIMARY SOURCE
INVESTIGATION
★★★★

✓ ASSESSMENTS

✓ BUILD THINKING
SKILLS

✓ ENGAGING
ACTIVITIES



NO PREP • PRINT & GO • ANSWER KEY INCLUDED

After completing the text and document talk as a class about the situation Brinch and other enslaved Africans faced. Revisit the questions from the Anticipatory Set:

- The American Revolution was a fight for freedom. Who was this freedom for?
- Who might not have had freedom?
- Do you think everyone living in the colonies was free during the Revolution? Why or why not?

Closure: Ticket to Leave

Liberty's Kid's Connection: [v=HlgM9LYOmjA](https://www.libertyskid.com/v=HlgM9LYOmjA). This video shows a man who tried to earn his freedom but was not allowed.

Materials:

Included with download:

- "Enslaved People During the American Revolution" informational text & key
- Boyrereau Brinch - One Man's Story - 3 pages (numbered) with keys
- One Truth

Enslaved Persons During the Revolutionary War Featuring Boyrereau Brinch

New York State Social Studies Framework:

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

- Students will explore why African Americans volunteered to fight with the British during the war.

NOTE: The informational text in this lesson discusses why Blacks joined the British in fighting. The primary source document investigation focuses on Boyrereau Brinch, an enslaved man who enlisted in the Connecticut Militia in order to earn his freedom (and he did).

New York State Next Gen ELA Standards:

4R1 Locate and refer to relevant details in a text to analyze what a text says explicitly and make logical inferences from it.

4R3 In informational texts, explain how and why a situation, event, or issue happened and why, based on specific details.

4R4 Determine the meaning of words and phrases as they are used in a text.

4W5 Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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Full Lesson Plans

Students will analyze informational text and primary source documents to learn why enslaved Africans joined the British and American armies during the American Revolution. They will focus on one man in particular through the primary sources.

Vocabulary:

- Negro - an outdated term used to describe a person of color or someone who is Black or of mixed race.
- enslaved - being owned by another person and forced to work without freedom or choice.
- militia - a citizens' army - people who are not full-time soldiers but come together to protect their community or fight when needed.

NOTE: One of the primary source documents uses the word Negro, which was in common usage in 1820 when the document was written. I have left it, as I believe that we don't alter the words of the people of the past, but rather talk about that language and learn from it. The definition is in the "Words to Know". It is an important talking point - how language changes over time.

If you would like to read the memoir of Boyrereau Brinch, you can do so with a free account on Archive.org. <https://archive.org/details/blindafricanslav00jeff/page/n9/mode/2up>

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"The American Revolution was a fight for freedom." Ask students: Was this freedom for? Who might not have had freedom? No

Do you think everyone living in the colonies was free during the Revolution? Have students turn and talk with a partner for 2 minutes, then

Ask: "Alas! Poor African Slave, to liberate freemen, my tyrants. Do you notice about this quote?" Do not explain yet—just collect

Let the class know that they will revisit that quote and learn a little more about learning about enslaved people during the American Revolution. What does it mean the same thing for everyone.

Share the whole class with the teacher offering support and explanation about the American Revolution. Information about why

Jeffrey Brace, Jeff Silas, and others in order to gain his

Brinch and the memoir written by Frenuss about Brinch's life. The Set is introduced and a definition of irony is given. Lead the conversation about the quote. See the key for support.

Excerpt of a deposition given by a Silas Stiles pertaining to Brinch/Brinch joining the army. This document has the word Negro in it. I have a definition - it is an outdated term - and talking briefly about how that is needed.

Service record cards for Pomp London. Ask the students how we can find more about Brinch - they should point back to page 2, as Silas Stiles/Brinch/Brace was also known as Pomp London. From there, they can find the record - see the key for support. This page asks the students to

Read at, and a quote. This is a great opportunity for an event or discussion about this freedom



One Sentence ... One Truth

Directions: Complete the (one) sentence below using at least one idea (truth) from the informational text, the primary source documents, the quote from Boyrereau Brinch and/or our class discussion. Use your own words to express your thoughts.

During the American Revolution, freedom did not mean the same thing for everyone

Ticket to Leave

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Name: _____ KEY _____ Date: _____

Enslaved People During the American Revolution

During the American Revolution, many people in the colonies were enslaved. Most enslaved people were African, or their ancestors were African. Enslaved people were owned by other people and treated as property. They worked without pay and could be sold. Enslaved people did not have freedom and could not make choices about their own lives.

During the war, enslaved people were made to do many kinds of labor for both the American and British armies, such as cooking food, cleaning camp, carrying heavy supplies, caring for the sick, and working in fields while others fought. Some were messengers for the army.

Many people, Patriot and Loyalist, in the British Colonies enslaved neither side was fighting to end slavery. Because the war was dangerous and the outcome uncertain, many enslaved people were not sure they wanted freedom.

Even though the British made these promises, enslaved people who joined them were not treated as equals. Many were given dangerous jobs, hard labor, or little protection, and some were still treated unfairly or sent away once they were no longer needed. Freedom was not always guaranteed, and life was often very harsh.

Name: _____ Date: _____

Enslaved People During the American Revolution

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Even though the British made these promises, enslaved people who joined them were not treated as equals. Many were given dangerous jobs, hard labor, or little protection, and some were still treated unfairly or sent away once they were no longer needed. Freedom was not always guaranteed, and life was often very harsh.

The American response to this also changed over time. At first, many Americans did not allow enslaved people to serve in their armies. However, when the war went on for a long time, some people began to think about losing the war. Over time, some Americans began to think about giving enslaved men to fight for the British to help them win the war.

Informational Text

Enslaved people owned by the British in the British Colonies enslaved people, and neither side was fighting to end slavery. Because the war was dangerous and the outcome uncertain, many enslaved people were not sure they wanted to become involved. Many felt that this war was not really their fight at all. Enslaved people had to think carefully about which side, if any, might offer them a better chance at freedom.

In 1775, a British leader named Lord Dunmore made an announcement called the Dunmore Proclamation. It said that enslaved people owned by Patriots could gain freedom if they left and joined the British army. One reason the British offered freedom was to weaken the Patriot cause by taking away workers and creating problems for Patriot farms and armies.

because of all this, thousands of enslaved people made difficult and risky choices during the war. Some escaped and joined the British, hoping for freedom. Others fought for the Americans when given the chance. Each person was trying to find the best path toward freedom in a dangerous and uncertain time.

The American Revolution was not just about independence for the colonies. For enslaved people, it was also a struggle to survive and to seek freedom and hope for a better future.

Underline text that explains why enslaved persons might consider joining the British to fight in the American Revolution using red.

Underline text that explains why joining with either side was a hard choice using blue.

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Name: _____ Date: _____ 1

Boyrereau Brinch - One Man's Story

Boyrereau Brinch, also known as Jeffrey Brace or Jeff Stiles, was born in West Africa around 1742. When he was about 16 years old, he was captured and sold into slavery. He was taken across the ocean to the Caribbean island of Barbados. There, he was treated very harshly and forced to work.

Later, Brinch fought in the French and Indian War while enslaved on a British navy ship. After the war, he was sold again and taken to Connecticut, where he was still enslaved.

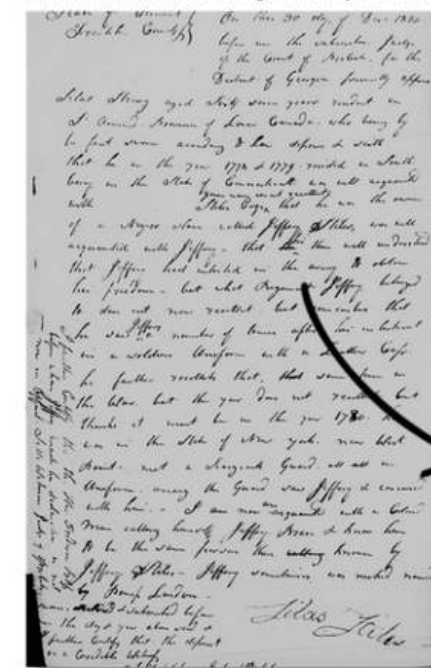
In 1777, during the American Revolution, Brinch joined the Connecticut militia in hopes of gaining his freedom. He served as a soldier for five years. After his service, he was honorably discharged and received a pension from the United States government.

He later received a pension from the United States government and lived here for the rest of his life. He married and had children.

Name: _____ Date: _____

Boyrereau Brinch - One Man's Story

Primary source documents are documents created at the time of an event, by the people who participated in the events. The document below is a primary source. It was created by Silas Stiles, who knew Brinch personally and had first hand information about his service.



In 1820, Boyrereau Brinch applied for his military pension from the United States government because he was now blind. A military pension is money the government gives to people who served in the military.

Primary Sources

Name: _____ Date: _____ 3

Boyrereau Brinch - One Man's Story

The two documents below are Revolutionary War Service Records for "Pomp London", who we now know (thanks to another primary source) is another name used by Boyrereau Brinch.

What state did "London" serve for? _____	
Company Muster Roll	
Organization named above for the month of _____, 1779.	
Roll dated _____, 1779.	
Appointed	_____ 17
Commissioned	_____ 17
Enlisted	_____ 17
Term of enlistment _____	
Time since last muster or enlistment _____	
Alterations since last muster _____	
Casualties _____	
Remarks: _____	
*This company was designated at various times as Capt. Nathan Hooker's and Capt. Samuel Sanford's Company.	

How much was he paid a month? _____

What location was he near during Oct - Nov of 1779? _____

(Have we read something about this location in another document? When researching, having several sources that all confirm the same information is important.)

What information do we learn from this document?

This document was hand written, and is challenging to read. A transcription is provided. A transcription is when someone rewrites or types an original document exactly as it is written to make it easier to read.

Words to Know:

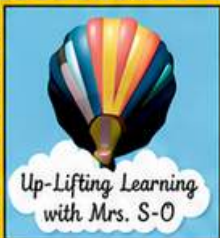
- Negro - an outdated term used to describe someone of color or someone who is Black or of mixed race.
- Esq - short for esquire, meaning the man was a lawyer.

"We then proceeded to North Castle uninterrupted, where we continued about 2 months. From thence we marched to New Windsor, where we spent the remainder of the season. From thence we marched to West Point and took up winter quarters."
-Boyrereau Brinch

This is another quote from *The Blind African Slave or Memories of Boyrereau Brinch, Nick-Named Jeffrey Brace* by Benjamin F. Prentiss. Brinch is telling about many of the places he marched to and stayed during the Revolution. Circle the piece of information that is also in the above document, and in the statement by Silas Stiles.

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Keys Included



• NYS SOCIAL STUDIES FRAMEWORK •

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY



THE IMPORTANCE OF NEW YORK IN THE AMERICAN REVOLUTION



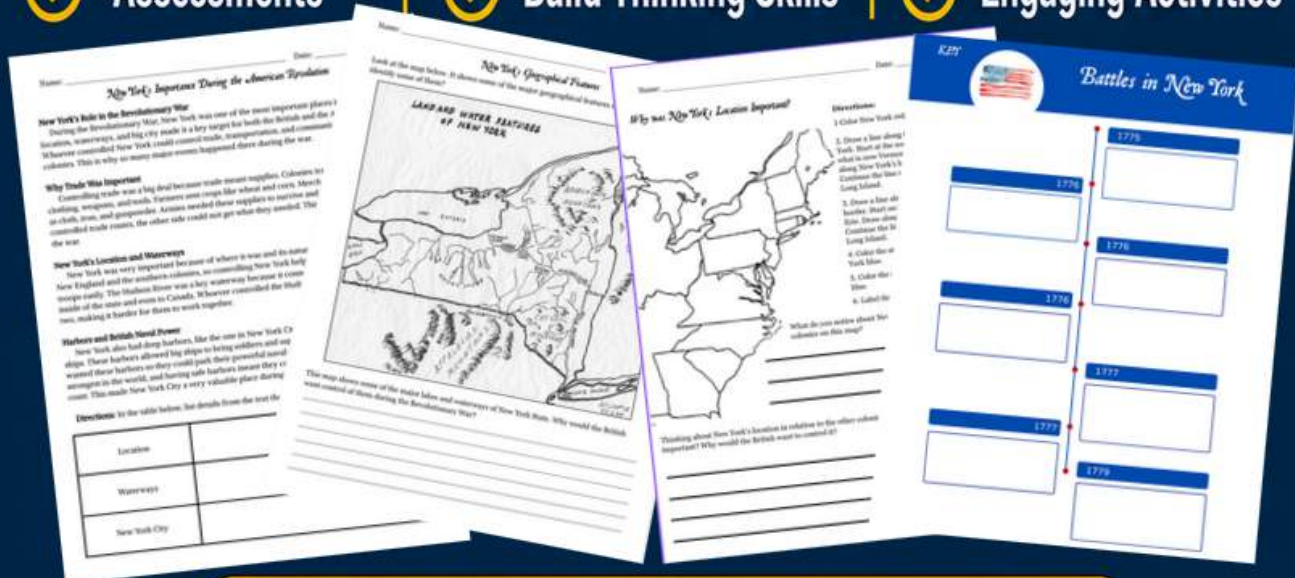
Assessments



Build Thinking Skills



Engaging Activities



NO PREP • PRINT & GO • ANSWER KEY INCLUDED

The Importance of New York in the American Revolution

NYS Framework:
4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution in part due to its geographic location.
• Students will examine New York's geographic location relative to the other colonies...

New York State Next Gen ELA Standards:
4R1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.
4R6 In informational texts, compare and contrast two or more subjects or issues on the same event or topic.
4W5 Draw evidence from literary or informational texts to support analysis, reflection, and research by applying the grade 4 Reading Standards for Evidence.

Compelling questions:
• Why were New York's location and geographic features important during the Revolutionary War?
• Why would the British want to control New York?

Materials:

- Included with download:
 - New York's Importance During the American Revolution student text & key
 - Land and Water Features of New York map student page & key
 - Land and Water Important? student page & key
 - Why was New York Important? student page & key
 - Ticket to Leave - formative assessment for this lesson

ELA Resources to consider: These are not included with this lesson, but I offer them up as ideas for you to use.
• Storyworks Magazine March/April 2018, "Blood, Smoke and Freedom". If your school has a Storyworks subscription this is a great story and lesson from "I Survived..." author Lauren Child. Great for a more detailed look at the battles.
• The American Revolution: A History by David Mervin - good for a more detailed look at the battles.

New York's Importance During the American Revolution

New York's Role in the Revolutionary War

During the Revolutionary War, New York was one of the most important places in America. Its location, waterways, and big city made it a key target for both the British and the Americans. Whoever controlled New York could control trade, transportation, and communication between the colonies. This is why so many major events happened there during the war.

Why Trade Was Important

Controlling trade was a big deal because trade meant supplies. Colonies traded things like food, clothing, weapons, and tools. Farmers sent crops like wheat and corn. Merchants traded goods such as cloth, iron, and gunpowder. Armies needed these supplies to survive and fight. If one side controlled trade routes, the other side could not get what they needed. This could decide who won the war.

New York's Location

New York's location was very important because it was so close to New England and the South. It was a key link between the North and the South. New York City was a big city and a port. It was a key target for both the British and the Americans. Whoever controlled New York could control trade, transportation, and communication between the colonies. This is why so many major events happened there during the war.

Harbors and British Naval Power

New York also had deep harbors, like the one in New York City, which were perfect for British ships. These harbors allowed big ships to bring soldiers and supplies from England. The British wanted these harbors so they could park their powerful naval ships there. Their navy was one of the strongest in the world, and having safe harbors meant they could attack quickly and control the coast. This made New York City a very valuable place during the war.

Directions: In the table below, list details from the text that fit each category on the left.

Location	
Waterways	
New York City	

Full Lesson Plan

Standards

Informational Text

Map Analysis

The Importance of New York in the American Revolution



On the lines below, explain why New York was important during the American Revolution. Use information from the text, the "Land and Water Features of New York" map and the map of the Thirteen Colonies.

Formative Assessment Writing Piece

Name: _____ Date: _____

The Battle of Long Island

The Battle of Long Island, also known as the Battle of Brooklyn, was one of the first big battles in the American Revolutionary War. It happened in August 1776, just weeks after the Declaration of Independence was signed. This battle showed how hard the fight for freedom would be.

Why Did It Happen?
The British wanted to take control of New York City because it was an important port for trade and supplies. If they controlled New York, they could split the colonies and make it harder for the Americans. General George Washington and the Continental Army tried to stop them.

Who Fought?

- American side: About 20,000 soldiers. Many were farmers and volunteers. They were called the Continental Army.
- British side: About 32,000 soldiers, plus Hessians (German soldiers hired by Britain). The British forces were known as the Redcoats, and the Hessians were their allies. They had more training, better weapons, and a powerful navy.

Directions: After reading the text, go back through and color code it as shown below.

- Text that explains who was in the battle.
- Text that explains when the battle happened.
- Text that explains why the battle happened.

What Happened in the Battle?
The Americans set up defenses on Brooklyn Heights. Washington thought the British would attack from the front, but the British made a clever plan. They sent part of their army around the back through a secret road called Jamaica Pass. This surprised the Americans.

On August 27, 1776, the British attacked from two sides. The Americans fought bravely, but they were trapped. Many soldiers were killed or captured. It was the largest battle of the entire war.

Why Is It Important?
The Battle of Long Island showed:
• The British were very strong.
• The Americans needed better training and supplies. But it also showed Washington's smart leadership and the determination of the Americans to fight for freedom.

Why did the British win this battle?

Informational Text

Name: _____ Date: _____

After the Battle of Long Island

Patriot families had to give soldiers food and places to sleep. This put a strain on families because supplies were hard to find. British officers took over houses, forcing families to move out completely. Food prices were high, and many families struggled just to meet their needs.

Patriots who stayed in the city had to be careful. Many hid their true beliefs. Speaking out could get them arrested and punished. Some Patriots secretly helped the Continental Army by sharing information.

Conclusion
New York played a major role in the Revolutionary War. Its location made it a prime target. The British capture of New York City was a turning point in the course of the war. Understanding New York's role helps us see why it was such an important place in American history.

After the Battle of Long Island - Cause and Effect	
Cause	
New York City was controlled by the British during most of the war.	
Food and supplies were scarce and very expensive.	
Patriots could be punished for speaking out against the British.	

Cause & Effect Learning Activity

Name: _____ Date: _____

TICKET TO LEAVE

Describe what happened during the Battle of Long Island.

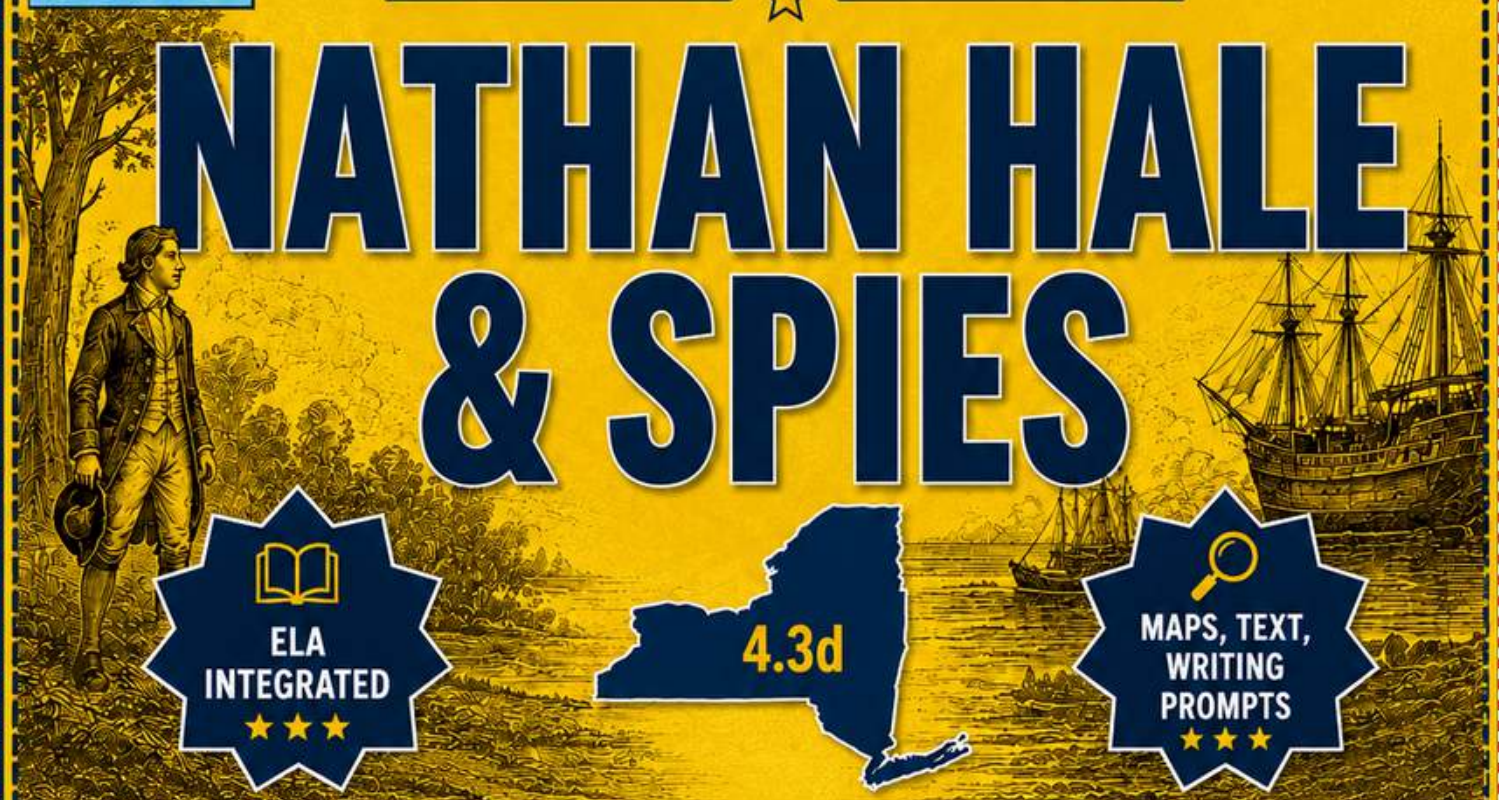
Describe how the British Occupation of New York impacted the people who lived there.

Ticket to Leave Formative Assessment

ELA Integration



NATHAN HALE & SPIES



4.3d

**MAPS, TEXT,
WRITING
PROMPTS**

- Commission of Nathan Hale, captured by Colonel Charles Webb. Signed
- "Nathan Hale & Spies" information
- "Nathan Hale & Spies - Summary" one is lined paper to write the summary

- Link to: Commission of Nathan Hale
commanded by Colonel Charles
[https://commons.wikimedia.org](https://commons.wikimedia.org/File:Nathan_Hale_commission)
[File:Nathan Hale commission](https://commons.wikimedia.org/File:Nathan_Hale_commission)

Body: From there [REDACTED]
quick document [REDACTED]
commissions, and that this document
Captain.

Formative Assessment: Written sum

Nathan Hale & Spies



4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution in part due to its geographic location.

- Students will examine New York's geographic location relative to the other colonies...

AD.1 Locate and refer to relevant details and evidence when explaining what a text says

Full Lesson Plan

Liberty's Kids Connection: Episode 116, One Life to Lose. <https://www.youtube.com/watch?v=TGEtp2Sh80Y>

- *Redcoats and Petticoats* by Katherine Kirkpatrick
- *Toliver's Secret* by Esther Wood Brady
- *The Scarlet Stockings Spy* by Trinka Hakes Noble
- *Nathan Hale's Hazardous Tales: One Dead Spy* by Nathan Hale (yes, that is the author's name). This book is a part of a series.

NYS SS Framework 4.3d

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NO PREP • PRINT & GO • ANSWER KEY INCLUDED

Date: _____

Take a look at this document. Record your observations and inferences below.

IN CONGRESS

The DELEGATES of the United Colonies of *New-Hampshire, Massachusetts-Bay, New-York, New-Jersey, Pennsylvania,* the Counties of *Newcastle, Kent,* and *Somersetshire, in England, Virginia, North-Carolina,* and *South-Carolina,* to *John D.*

Name:

Take a look at this document. Record your

Observation

- the date on the document
 - it is signed by John H
 - it says, "In Congress"
 - some of it is typed a
 - Nathan Hale's name is
 - it says this is an ord
 - it says that Nathan H
- Captain in the 11th Reg
commander is

What do you think the document is about?
I think this document is about...

Name:

Nathan Hale was an American hero during the American Revolutionary War. He was born on June 6, 1755, in Coventry, Connecticut. His parents were Richard Hale and Elizabeth Strong. Nathan grew up in a large, religious family that believed learning and hard work were very important. When Nathan was fourteen years old, he went to Yale College. He was a good student and worked very hard. He graduated with honors in 1773, when he was only eighteen years old. After college, he became a schoolteacher in Connecticut. Teaching was his job before the war began.

The British did not capture spies were away. Nathan Hale was executed on September 22, 1776, when he was 30 years old. British officers praised him as brave at his execution. Nathan Hale is famous for saying "I only regret that I have but one life to give for my country." Historians value his exact words, which showed great courage for the cause of American independence.

Nathan Hale's duty as a spy could be, but it was not. Washington from the British. Washington learned that secrecy were needed in an important place for the war controlled by the British. American spies were such as shopkeepers who blended into everyday information.

In 1778, Washington had a more organized spy ring. The ring was made up of men and women who worked in New York City and on Long Island. The spies used a variety of methods, and invisible ink to send messages. The spies sent signals by using a variety of clothing on clotheslines. The spies also used where secret messages were hidden.

Unlike Nathan Hale's Culper Spy Ring, the British never captured the group. Their work was so secret that they were able to keep the information that they were spying on the British. This showed how spying was important to the success of Hale's mission.

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Date: _____

What was the text “Nathan Hale & Spies” about? Let’s summarize. Use the prompts and organizer below to help you get started.

In the <u>article</u>	<u>Nathan Hale + Spies</u>
Type of text	Title

the author explains about the spy Nathan Hale's work
Action - what is the author doing? Main idea

how he was caught and other info. during the Revolution, etc. All

Important Deta

Name:

Date: _____

What was the text “Nathan Hale & Spies” about? Let’s summarize. Use the prompts and organizer below to help you get started.

In the _____
Type of _____

the author _____
Action -

Important Details -

-
-
-
-

When you write your summary, remember to keep it organized and keep the details in the same order as they appeared in the text.



Brainstorm
transition
words you can
use in your
summary.

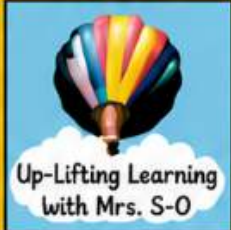
Write a final copy!

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Date: _____

Nathan Hale & Spies - Summarize!

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• NYS SOCIAL STUDIES FRAMEWORK •

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY



INDIGENOUS PEOPLE AND THE AMERICAN REVOLUTION



ELA
INTEGRATED



4.3d



PRIMARY SOURCE
INVESTIGATION



Assessments



Build Thinking Skills



Engaging Activities



NO PREP • PRINT & GO • ANSWER KEY INCLUDED

Materials:

Included with download:

- "The Haudenosaunee During the American Revolution" informational text
- The Haudenosaunee During the American Revolution note catcher & key
- Joseph Brant - Thayendanegea
- Letter from Joseph Brant - Introduction
- Letter from Joseph Brant - Primary Source
- Algonquin People During the American Revolution & Impact of the War on Indigenous Peoples (on the same page)
- Indigenous People and the American Revolution - Big Ideas

Maps - a copy to print is included to download, as well as links to allow you to zoom in and see details.

- The Land of the Iroquois, 1771 Map (note - I do not have an online source for this map)

Indigenous People and the American Revolution

New York State Social Studies Framework:

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.

- Students will examine which Native Americans supported the British and which Native Americans supported the Patriot cause.

New York State Next Gen ELA Standards:

4R1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.

4R4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words.

4W5 Draw conclusions and reflection, a

Students will

Confederacy

such as Jose

Haudenosa

Vocabulary:

- ally - pa

- mission

- Indigen

Liberty's Kids Connection: "Bostonians" Episode 131. This episode focuses on John Adams and Joseph Brant. It is very well done, and explains Brant's point of view well. <https://www.youtube.com/watch?v=WiAyL7LPicc>

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Full Lesson Plans

Meets NYS SS Framework 4.3d , 4th bullet

Name: _____ Date: _____

Indigenous People and the American Revolution - Big Ideas

Directions: Using what you have learned, answer the questions below in complete sentences providing details from the informational (secondary) text and the primary sources we studied.

1. Why might the American Revolution be remembered differently by the Haudenosaunee than by the Americans?

Formative Assessment

Name: _____ Date: _____

The Haudenosaunee During the American Revolution

During the American Revolutionary War, the Haudenosaunee Confederacy, also called the Six Nations, lived in what is now New York State. The Six Nations were the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora. At first, many Haudenosaunee leaders wanted to stay neutral and not take sides. They saw the war as a fight between the

Oneida and Tuscarora and the Americans
The Oneida, and later the Tuscarora, chose to side with the American colonists during the Revolutionary War for several reasons. The Oneida lived close to colonial settlements and had built strong relationships with their neighbors. Many Oneida leaders believed working with the Americans would help and their land. On this decision was a missionary who lived with

Name: _____ Date: _____

Letter from Joseph Brant - Introduction

In 1776, Joseph Brant traveled to London, England. While there, he met with British government leaders and King George III. Joseph Brant went to London to speak for the Haudenosaunee people and to explain their worries about the war and the loss of their land. He wanted the British king to protect Haudenosaunee lands and take their concerns seriously. During his visit, many people in England were interested in him, and his portrait was made while he was there.

On the next page are excerpts from a letter to the British Secretary of State Lord George Germain written by Joseph Brant in 1776. It is available online; it is stored in an archive of **transcriptions** made from the original types an original document exactly as available for study.

In the letter Brant writes about "our Superintendent" was a government worker who helped relationships between Indigenous nations. Indigenous leaders, made agreements and alliances. Their job was to protect the interests of the two groups.

Questions: After reading the letter, write the information in the text to help you.

- What "great Lake" did Brant actually cross? _____
- Who is Brant talking about when he writes, "our Father, the Great King"? _____

Spelling! Spellings of some words have changed over time. Write the correct spelling for these words found in Brant's letter. You might need to read the word in context to help you.

- joyn _____
- shewn _____
- uneasie _____

Tag the Text

- Evidence that the Six Nations are loyal to the King in purple. 
- Evidence that they are angry or upset in red. 
- Evidence that land is important to them in green. 
- Evidence of what they want from the king in blue. 

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Name: _____ Date: _____

The Haudenosaunee During the American Revolution

Why did many leaders want to remain neutral at the start of the war?



Which Haudenosaunee Tribes Sided with the British?



Which Haudenosaunee Tribes Sided with the Americans?

KEY

Name: _____ Date: _____

Algonquin People During the American Revolution

During the American Revolution, the Algonquin people, like the Haudenosaunee, tried to protect their land and their way of life. Some Algonquin groups worked with the British because the British promised to limit American settlers from moving onto Indigenous lands. Other Algonquin people tried to stay neutral, or not take sides, because fighting could bring danger to their communities. Many Americans wanted more land and did not always respect Indigenous rights, which made some

Name: _____ Date: _____

Algonquin People During the American Revolution

During the American Revolution, the Algonquin people, like the Haudenosaunee, tried to protect their land and their way of life. Some Algonquin groups worked with the British because the British promised to limit American settlers from moving onto Indigenous lands. Other Algonquin people tried to stay neutral, or not take sides, because fighting could bring danger to their communities. Many Americans wanted more land and did not always respect Indigenous rights, which made some Algonquin leaders distrust them. The war was very hard for the Algonquin, because no matter who won, they often lost land and freedom in the end.

Unlike the Haudenosaunee, the Algonquin did not have one single famous leader who represented all of their people during the American Revolution. Historical sources explain that the Algonquin lived in smaller communities, and each community had its own chief, with decisions made by local

an centered on one
erent choices about
hat they believed

made their

Impact of the War on Indigenous Peoples in New York

After the American Revolution ended, both the Algonquin and the Haudenosaunee peoples faced serious hardships. Neither group was invited to the peace talks that ended the war. When Britain recognized the United States in the Treaty of Paris, new borders were drawn that allowed American settlers to move into Indigenous lands. This affected the Algonquin and also the Haudenosaunee, whose homelands were now claimed by the United States. Many Haudenosaunee communities were already damaged during the war, and after it ended, they lost even more land. Some Algonquin and Haudenosaunee people moved north into Canada, while others were pushed onto smaller areas of land within the United States. Even though the war brought independence to the United States, it brought loss and hardship to many Indigenous nations.

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Key Idea

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Information Text with Comprehension Activities

Keys Included

WHY?

good trading
h the British. Joseph
at the best way to keep
and protect their land was

WHY?

They trusted the missionary Samuel
Kirkland, who explained the American's
point of view. They lived close in colonial
settlements and had strong relationships
with their neighbors.

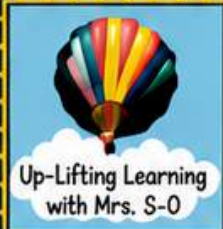
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Joseph Brant is remembered today as a Mohawk leader who lived during a difficult time. Although his choices were controversial in history and in the Revolutionary War.

?

What was Joseph Brant's main reason for siding with the British in the Revolutionary War?

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• NYS SOCIAL STUDIES FRAMEWORK •

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY

THE BATTLES OF SARATOGA



ELA
INTEGRATED



4.3d



PRIMARY
SOURCES,
INFORMATIONAL
TEXTS



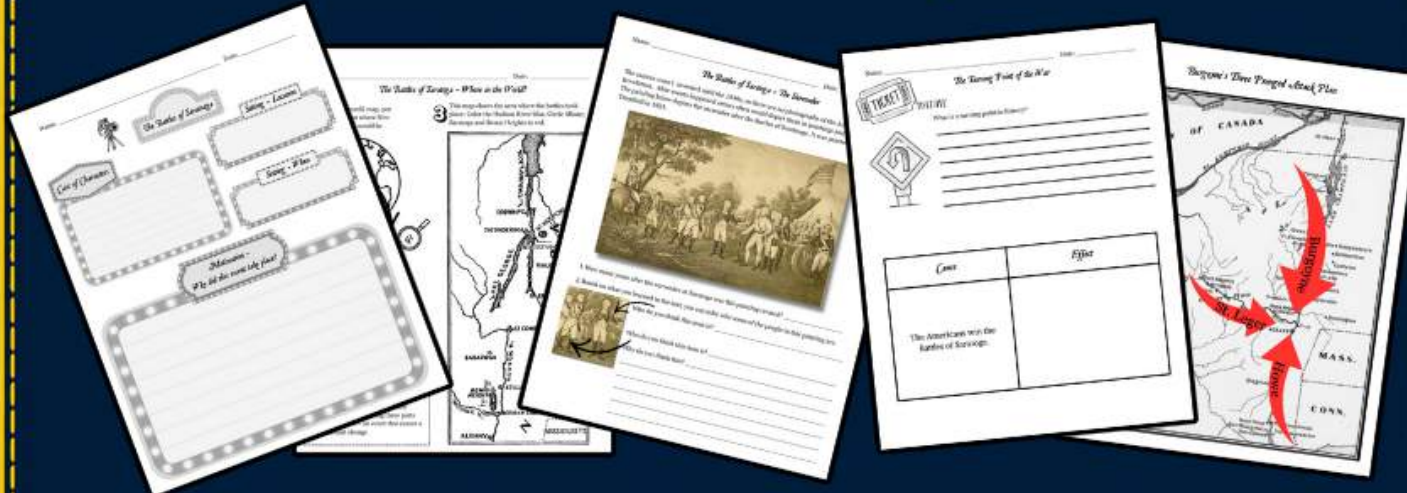
Assessments



Build Thinking Skills



Engaging Activities



NO PREP • PRINT & GO • ANSWER KEY INCLUDED

The Battles of Saratoga

New York State Social Studies Framework:

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.

- Students will investigate the strategically important battles of Long Island and Saratoga and why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change. (Note: *The Battle of Long Island* lesson can be found in my store).

New York State Next Gen ELA Standards:

- 4R1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
- 4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.
- 4R5 In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.

Vocabulary:

- Retreat – withdraw
- Surrender – to give up completely
- Three-pronged – having three
- Turning point – an event that

Materials:

Included with download

- "The Battle of Saratoga - Where in the World?" mapping and Words to Know Before You Read & key
- "The Battle of Saratoga - The Turning Point of the War" informational text
- Burgoyne's Three-Pronged Attack Plan map
- "The Battle of Saratoga - The Movie" – movie themed note catcher/organizer – color and black & white versions with key
- "The Battle of Saratoga - The Surrender" painting analysis & key
- Ticket to Leave with key

Online

- Saratoga 250 Website – <https://saratoga250.com/discover/>
- Liberty's Kids 123 – The Hessians are Coming – <https://www.youtube.com/watch?v=Kr3tOIPF8Ek>

Complete Lesson Plan

with "The Battles of Saratoga - Where in the World?"
I help students visualize where the battle took place.
ing. A key is

Point of the
Burgoyne's plan.
oded

te "The Battle of Saratoga - The Movie" note
is could be done whole class, or in partners/groups. I
f not done whole class you may want to review
racy.

ne Battle of Saratoga - the Surrender". Students will
the text to make inferences to identify the main

y's Kids 123 – "The Hessians are Coming" <https://www.youtube.com/watch?v=Kr3tOIPF8Ek>

anding: Ticket to Leave. Key provided.

of the Battle of Saratoga: A Turning Point in the
r (What You Didn't Know About the American
Michael Burgan by Anne Clothier and Alex Portal – this
book is written by an historian at the Saratoga Historical Society. There
is a free packet of activities that accompanies this at Consider the
Source NY (NYS Archives Partnership Trust) –

Name: _____ Date: _____



The Turning Point of the War

TO LEAVE

What is a turning point in history?



Ticket to Leave Summative Assessment

The Americans win the
Battles of Saratoga.

Meets part of NYS SS Framework 4.3d

Mapping Activity with historic map

Informational Text

Primary Sources

Name: _____



Cast of Characters

The Battles of Saratoga

Movie Themed N

Color and

Motivation -

Why did this event take place?

Movie Themed Note Catcher/Organizer

Color and Black & White

• NYS SOCIAL STUDIES FRAMEWORK •

4.3d COLONIAL AND REVOLUTIONARY PERIOD IN NY

THE END OF THE WAR AND THE EFFECTS OF THE TREATY OF PARIS

ELA INTEGRATED

4.3d

MAPS, TEXT, ASSESSMENT

ASSESSMENTS

BUILD THINKING SKILLS

ENGAGING ACTIVITIES

NO PREP • PRINT & GO • ANSWER KEY INCLUDED

The End of the War and the Effects of the Treaty of Paris

NYS Framework:
4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution in part due to its geographic location.

- Students will examine New York's geographic location relative to the other colonies...

New York State Next Gen ELA Standards:
4R1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
4R3 In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.
4R6 In informational texts, compare and contrast a primary and secondary source on the same event or topic.
4W5 Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

Vocabulary:

- treaty - written agreement between countries to end a war

Materials:
Included with download:

- "The End of the War" informational
- "The Treaty of Paris" informational
- "The British Colonies in North America, 1777" Map. This link is to a version that is colored a bit differently. Many online libraires and collections have this map; it has been colored in. many different ways. <https://digitalcollections.nysl.org/items/510d47db-c691-a3d9-e040-e00a18064a99>
- "An accurate map of the United States of America: according to the Treaty of Paris 1783." Map. <https://digitalcollections.nysl.org/items/510d47da-f0ce-a3d9-e040-e00a18064a99>

Online: (optional)

- Link to "The Treaty of Paris (1783)" <https://www.milestones-documents.com/treaty-of-paris-1783> National Archives.
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Full Lesson Plan

The End of the War

The Final Years of the War
The Revolutionary War continued for several years as the American colonies kept fighting for independence from Great Britain. The fighting moved across many areas, and both sides were tired from years of war. With help from France, the American army was able to keep going and challenge the British in new ways.

Much of the fighting happened in the southern colonies, such as Georgia, South Carolina, and North Carolina. The British believed they could win in the South because they thought many people there would support them.

Even though the British had soldiers, they were not as strong as the American army. The British army was trapped.

After weeks of fighting, General Cornwallis surrendered in 1781. This surrender ended the fighting in the Revolutionary War.

Peace and the Treaty of Paris
Even though the fighting stopped, the war was not officially over right away. Leaders from the United States and Great Britain met to talk about peace. These meetings took place in Paris, France.

The peace agreement was signed in 1783 at a building called the Hôtel d'York in Paris. Important American leaders helped make the treaty, including Benjamin Franklin, John Adams, and John Jay. They worked together to speak for the new nation. Great Britain was represented by David Hartley, who spoke for King George III.

In 1783, both sides signed the Treaty of Paris. This treaty officially ended the Revolutionary War. Great Britain agreed to recognize the United States as an independent country. The treaty also set the borders of the new nation. After the treaty was signed, British troops left the United States, and the long war for independence was finally over.

The Treaty of Paris

The British surrendered to the new United States all the land between the Atlantic Ocean and the Mississippi River. This land stretched from Canada in the north to Florida in the south. These rules were written in a peace agreement called a treaty, which officially ended the war. In the treaty, Great Britain agreed that the United States was now a free and independent country.

The land east of the Mississippi River, between the Ohio River and the Great Lakes, was called the Northwest Territory. The British soldiers were to leave their forts and return home. The treaty also said that Americans should not harm people who had stayed loyal to Britain during the war. It asked states to return property that had been taken from Loyalists, but this did not always happen.

Nations. They were not asked to help write the treaty, even though much of the land involved was theirs. The British gave the United States control of land that Native peoples still lived on. As settlers moved west into the Northwest Territory, many American Indian Nations lost land and were forced to move or fight to protect their homes.

Text Tagging

The End of the War

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Informational Text

The End of the War

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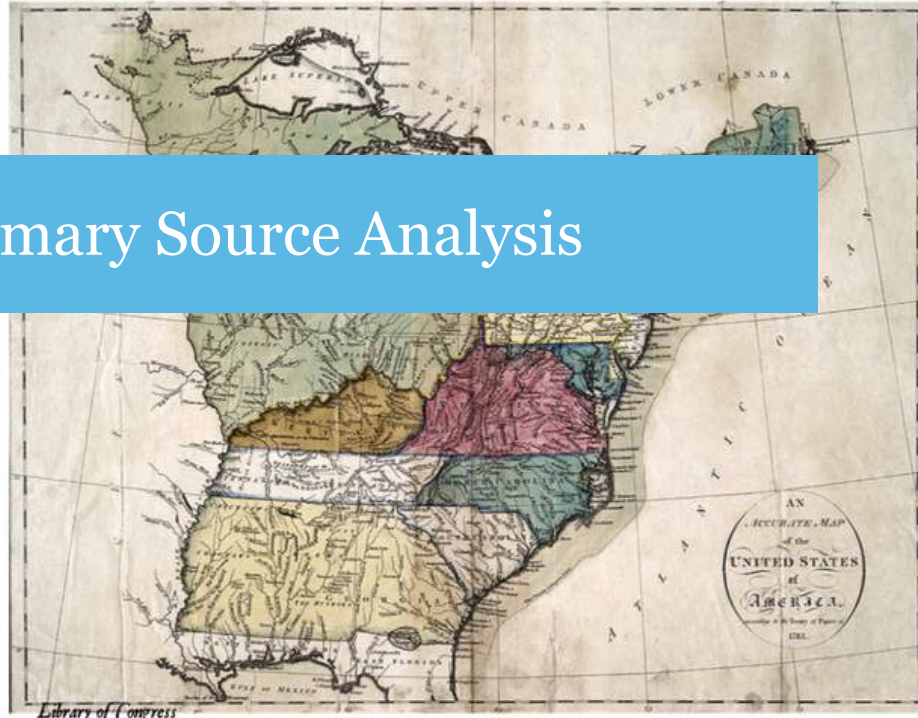
Keys Provided

The British Colonies in North America, 1777



This map was drawn in 1777. It shows the 13 colonies. What do you notice about the shape of those colonies compared

An accurate map of the United States of America: according to the Treaty of Paris 1783



Primary Source Analysis

This map was drawn in 1783, after the Treaty of Paris. Do you notice any changes? Look closely at the shapes of the states.

Vermont is drawn separately, though it didn't officially become a state until 1791. New York and New Hampshire argued over that land.

Virginia is smaller, with Kentucky being added to the map as separate from Virginia. It became a state in 1792.

North Carolina is also a bit smaller, with Tennessee being drawn separately. It became a state in 1796.

The green area is the Northwest Territory. The parts that are in Canada still belonged to the British. Americans of European heritage began moving into this area, pushing the Native Americans further west.

Name: *KEY* Date: _____

The Effects of the American Revolution: The Treaty of Paris



Before the War

The 13 American Colonies were ruled by Great Britain.

Ideas of freedom, liberty and a new form of government were considered tre

Name: _____

The Effects of the American Revolution: The Treaty of Paris

Before the War

After the War

The 13 American Colonies were ruled by Great Britain.

Compare & Contrast

The British Army and Navy were stationed in the Colonies.

The colonists could only trade/buy British goods without having to pay heavy taxes.

Most Black people were enslaved.

to Florida belonged to Great Britain.

The Northwest Territory was only for Native American Indian Nations; colonists weren't allowed to settle there.

The British Army and Navy were stationed in the Colonies.

The colonists could only trade/buy British goods without having to pay heavy taxes.

Most Black people were enslaved.



Name: _____ Date: _____

TO LEAVE

The End of the War - Sum it Up

Directions: On the lines below, write a summary of that explains the end of the war and the impact of the Treaty of Paris.

Sum-It-Up
