

# Grade 4 History & Geography

## Unit 7: The American Revolution

20 lessons and a unit quiz. Use this pack with the **The American Revolution Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

### What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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# Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

|                          | Lesson                                      | Reader pages      | Activity pages         |
|--------------------------|---------------------------------------------|-------------------|------------------------|
| <input type="checkbox"/> | Chapter 1: Meet the Colonists               | PDF pages 8-15    | AP 1.2, AP 1.3, AP 1.1 |
| <input type="checkbox"/> | Chapter 2: If You Had Lived in the Colonies | PDF pages 16-23   | —                      |
| <input type="checkbox"/> | Chapter 3: The Rights of Englishmen         | PDF pages 24-31   | —                      |
| <input type="checkbox"/> | Chapter 4: Learning Hard Lessons            | PDF pages 32-37   | —                      |
| <input type="checkbox"/> | Chapter 5: The French and Indian War        | PDF pages 38-43   | AP 5.1                 |
| <input type="checkbox"/> | Chapter 6: The Quarrel with Britain Begins  | PDF pages 44-49   | —                      |
| <input type="checkbox"/> | Chapter 7: The Stamp Act Crisis             | PDF pages 50-55   | —                      |
| <input type="checkbox"/> | Chapter 8: Parliament Stumbles Again        | PDF pages 56-61   | —                      |
| <input type="checkbox"/> | Chapter 9: A Change in Thinking             | PDF pages 62-67   | —                      |
| <input type="checkbox"/> | Chapter 10: A Tea Party in Boston           | PDF pages 68-73   | AP 10.1                |
| <input type="checkbox"/> | Chapter 11: The Colonies Resist             | PDF pages 74-79   | —                      |
| <input type="checkbox"/> | Chapter 12: The Fighting Begins             | PDF pages 80-87   | —                      |
| <input type="checkbox"/> | Chapter 13: Preparing for War               | PDF pages 88-93   | AP 13.1                |
| <input type="checkbox"/> | Chapter 14: The Great Declaration           | PDF pages 94-99   | —                      |
| <input type="checkbox"/> | Chapter 15: A Discouraging Start            | PDF pages 100-105 | AP 15.1                |
| <input type="checkbox"/> | Chapter 16: Raising America's Spirits       | PDF pages 106-111 | —                      |
| <input type="checkbox"/> | Chapter 17: Saratoga                        | PDF pages 112-117 | —                      |
| <input type="checkbox"/> | Chapter 18: Valley Forge                    | PDF pages 118-121 | —                      |
| <input type="checkbox"/> | Chapter 19: Fighting Shifts to the South    | PDF pages 122-127 | —                      |
| <input type="checkbox"/> | Chapter 20: The World Turned Upside Down    | PDF pages 128-133 | AP 20.1, AP 20.2       |
| <input type="checkbox"/> | <b>Unit quiz</b>                            | —                 | —                      |

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

## Chapter 1: Meet the Colonists

### THE BIG QUESTION

### In what ways did the colonies change over time?

#### Words to know

- **immigrant** — a person from one country who moves to another country to live *The immigrants left their home in England to start a new life in the United States.*
- **colony** — an area, region, or country that is controlled and settled by people from another country *Although the Pilgrims established their colony at Plymouth for religious purposes, they still had to obey the king of England.*
- **migrate** — to move from one place to another to live *As more and more people arrived in the New World, many colonists chose to migrate to new areas in the colonies.*
- **trade** — the exchange or sale of goods or services *The increase in trade among the colonists helped to increase colonial wealth.*
- **merchant** — a person who sells or trades goods *The merchant sold a number of different goods at his store, including cloth, tea, paper, and seeds.*
- **custom** — a traditional way of acting or doing something *One popular custom in the United States is to shake hands when you meet someone new.*
- **frontier** — where newly settled areas adjoin unsettled areas or the wilderness *Many colonists were concerned about settling on the frontier; the land was unknown and far away from cities and towns on the coast.*

#### Read

Read Chapter 1 in the Student Reader: PDF pages 8–15. Look at the pictures and maps together.

#### Talk it over

1. Why did people come from other countries to settle in North America?
2. Where were Africans forcefully brought to the colonies?
3. In what colony was the city of Philadelphia located? (Hint: look at the section heading on page 2.) Find it on the map on AP 1.2. Was it a New England, Middle Atlantic, or Southern colony?
4. What was the occupation of most people living in the colonies?
5. Why do you think most colonists were farmers?
6. Why did towns and cities grow in the colonies?
7. Why did immigrants in the colonies choose to settle near people from the same country?
8. How did the different immigrant populations become more alike?

9. Roads were important for increasing travel, communication, and trade among the colonies. What impact did these things have on breaking down barriers between separate communities in the colonies?

Answers are at the back of this pack.

### **Check for understanding**

- Answer the Big Question in a sentence or two: In what ways did the colonies change over time?
- Use one of today's words in a sentence of your own.

### **Activity pages**

- Activity Page 1.2: Map of the Thirteen Colonies — Teacher Guide PDF page 147
- Activity Page 1.3: Where Am I? — Teacher Guide PDF pages 148–150
- Activity Page 1.1: World Map — Teacher Guide PDF page 146

## Chapter 2: If You Had Lived in the Colonies

### THE BIG QUESTION

**What was daily life like for free colonial children growing up on a farm, in comparison to enslaved children?**

### Words to know

- **enslaved** — forced to become a slave *Instead of hiring workers and paying them, some Europeans chose to use enslaved people from Africa and forced them to work instead.*
- **plantation** — a large farm where cash crops are grown on behalf of the person who owns the land *The plantation was made up of over one hundred acres, nearly all of which grew cotton.*
- **disease** — sickness *During the 1700s when a person fell ill with a disease, colonial doctors were limited in their ability to help patients get better.*
- **herb** — a plant used to give food flavor or as a medicine *Rosemary is a common herb used for cooking.*

### Read

Read Chapter 2 in the Student Reader: PDF pages 16–23. Look at the pictures and maps together.

### Talk it over

1. What household or farm chores were done by colonial children?
2. How did these chores or jobs differ between boys and girls?
3. Why was it more important for colonial children who lived on farms to work instead of go to school?
4. Why do you think colonial children were often treated like adults at an early age?
5. In what ways were the lives of free children different from those of enslaved children?
6. How did colonists treat diseases in the 1700s?
7. How were doctors in the 1700s different from doctors today?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: What was daily life like for free colonial children growing up on a farm, in comparison to enslaved children?
- Use one of today's words in a sentence of your own.

## Chapter 3: The Rights of Englishmen

### THE BIG QUESTION

**What were some of the rights granted to the citizens of the British Empire?**

### Words to know

- **empire** — a group of countries or territories, ruled by an all-powerful authority, such as a monarch *The king ruled a vast empire that spanned across three continents.*
- **self-government** — the ability of people to rule themselves and make their own laws *The colonists believed that they should have the right to selfgovernment instead of obeying laws made by Parliament an ocean away.*
- **English Parliament** — the original law-making branch of the English government that is made up of the House of Lords and the House of Commons *English Parliament passed laws that applied to the colonies, even though the colonists had no say in the government.*
- **Congress** — the law-making branch of the American government that is made up of the House of Representatives and the Senate *Congress meets several times a year to debate and pass new laws for the country.*
- **tax** — money that people are required to pay to support the workings of the government *The Stamp Act created a new tax that colonists paid when buying or using paper goods.*
- **representative** — a person who is chosen or elected to speak on the behalf of other people *Massachusetts sent Samuel Adams as one of its two representatives to the Stamp Act Congress.*
- **assembly** — a group of representatives who gather to make laws *The assembly met to discuss a new law that would lower the local speed limit.*
- **citizen** — a person who is legally recognized as a member or subject of a country or state *The colonists considered themselves citizens of the British Empire.*
- **independence** — freedom from the control of a person or group of people *At first, the colonists did not want to separate from England, but over time they realized independence was their only option.*

### Read

Read Chapter 3 in the Student Reader: PDF pages 24–31. Look at the pictures and maps together.

### Talk it over

1. What is self-government?
2. How did England eventually grow into the British Empire?

3. Why did the colonists want to have self-government?
4. Who was allowed to vote in the colonies?
5. What were some of the most important rights of British citizens in the 1700s?
6. What was the purpose of these rights?

Answers are at the back of this pack.

### **Check for understanding**

- Answer the Big Question in a sentence or two: What were some of the rights granted to the citizens of the British Empire?
- Use one of today's words in a sentence of your own.

## Chapter 4: Learning Hard Lessons

### THE BIG QUESTION

**What were some of the mistakes young George Washington made when dealing with the French army?**

### Words to know

- **militia** — a group of armed citizens prepared for military service at any time *Leading up to the American Revolution, the colonies raised militias to defend against foreign invasions and Native American attacks.*
- **fort** — a protected building or place that is generally used by the military as a stronghold *The French constructed a fort in the area that is now Pittsburgh to defend against a British attack.*
- **governor** — a person appointed by the king to oversee a region or colony *The governor of Virginia sent George Washington and other soldiers to ask the French to leave the Ohio River Valley.*
- **general** — the main leader of an army *As a general in the American Revolution, George Washington was responsible for leading the Continental Army.*
- **ally** — a nation that promises to help another nation in wartime *Today, the United States is an important ally to Great Britain.*

### Read

Read Chapter 4 in the Student Reader: PDF pages 32–37. Look at the pictures and maps together.

### Talk it over

1. Which colony claimed the land that the French had built their forts on?
2. Who was sent to deliver a message to the French general?
3. Why would a governor of the British colonies ask the French to leave the Ohio River Valley?
4. What set off the conflict between the French and the British?
5. What advantages did the French have over Washington's forces at Fort Duquesne?
6. Why do you think Washington named the British fort "Fort Necessity"?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: What were some of the mistakes young George Washington made when dealing with the French army?
- Use one of today's words in a sentence of your own.

## Chapter 5: The French and Indian War

### THE BIG QUESTION

**How did the British defeat the French in the French and Indian War?**

### Words to know

- **colonel** — a high-ranking military official *The colonel was charged with leading the troops on a daring mission.*
- **parade** — a public display of people moving in a long line *Marchers in the parade made their way through the town.*
- **advance** — to move forward *The main goal of the army was to advance behind enemy lines.*
- **prime minister** — the head of the government in some countries *England and France signed a peace treaty that brought the French and Indian War to an end.*

### Read

Read Chapter 5 in the Student Reader: PDF pages 38–43. Look at the pictures and maps together.

### Talk it over

1. Why do you think George Washington was eager to volunteer to fight for General Braddock in the French and Indian War?
2. What was General Braddock's attitude toward George Washington and the American army?
3. What happened to General Braddock and his troops just a few miles from Fort Duquesne?
4. Who was William Pitt, and what was his role in the war?
5. How did the British take Quebec?
6. What did the British gain from the French and Indian War?
7. How do you think Braddock's treatment of Washington and his soldiers made them feel toward the British army?
8. How important were the colonists in helping the British defeat the French?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: How did the British defeat the French in the French and Indian War?
- Use one of today's words in a sentence of your own.

### Activity pages

- Activity Page 5.1: Domain Vocabulary: Chapters 1-5 — Teacher Guide PDF page 151

## Chapter 6: The Quarrel with Britain Begins

### THE BIG QUESTION

**What were the reasons why George III would not allow the colonists to move west into the Ohio River Valley?**

### Words to know

- **proclamation** — an important official announcement that is usually made to the public *The governor made the official proclamation that citizens were to pay a new tax on paper goods.*
- **import** — to bring in goods to one country from another country *The colonists loved to drink tea, but because they did not grow it themselves, they had to import it from England.*
- **tax collector** — a person appointed by the government who is responsible for collecting taxes from citizens *The angry protestors mobbed the tax collector when he attempted to take their money.*
- **molasses** — a thick, dark, sticky syrup made from sugar *Sally used molasses to sweeten the cookies she was baking.*

### Read

Read Chapter 6 in the Student Reader: PDF pages 44–49. Look at the pictures and maps together.

### Talk it over

1. What was the purpose of the Proclamation of 1763?
2. Do you think the Proclamation of 1763 was fair to the colonists? Why or why not?
3. Why did the British government need money after the French and Indian War?
4. What steps did Parliament take in order to raise money from the colonies?
5. Why do you think the colonists reacted negatively to the Quartering Act?
6. What impact do you think the Proclamation Act of 1763 and the Quartering Act had on the relationship between the colonies and Great Britain?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: What were the reasons why George III would not allow the colonists to move west into the Ohio River Valley?
- Use one of today's words in a sentence of your own.

## Chapter 7: The Stamp Act Crisis

### THE BIG QUESTION

**Why did the Stamp Act cause so much anger in the colonies?**

### Words to know

- **boycott** — a form of organized protest in which people refuse to buy goods or have anything to do with a particular group or country *Samuel Adams encouraged a boycott of items imported from Great Britain.*
- **Patriot** — a person who supported the cause of the colonists during the American Revolution *After the passage of the Stamp Act, the colonists met to come up with a course of action in response.*
- **repeal** — to cancel or do away with something, such as a law *Protests and boycotts led by the colonists convinced Parliament to repeal the Stamp Act.*
- **resistance** — an effort to stop a law or policy from taking effect *Boycotts were just one form of resistance that the colonists used to get their way with Parliament.*

### Read

Read Chapter 7 in the Student Reader: PDF pages 50–55. Look at the pictures and maps together.

### Talk it over

1. What was the Stamp Act?
2. Why did the colonists object to the Stamp Act?
3. What does the phrase “taxation without representation” mean?
4. How did the colonists protest the Stamp Act?
5. Why do you think Patrick Henry’s newspaper article had an impact on other colonists?
6. In what way were the Daughters of Liberty important in repealing the Stamp Act?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: Why did the Stamp Act cause so much anger in the colonies?
- Use one of today’s words in a sentence of your own.

## Chapter 8: Parliament Stumbles Again

### THE BIG QUESTION

### Why did the British government repeal the Townshend Acts?

#### Words to know

- **harbor** — a part of a body of water that is next to land and provides a safe place for ships to anchor *The ship made its way into the harbor to dock and unload its cargo.*
- **manufacturer** — a person or company that makes or produces an item to be sold *A textile manufacturer in Great Britain spun thread and wove cloth to be sold to the colonists.*
- **massacre** — the violent killing of defenseless people *Some people described the killing of the colonists in Boston by the British soldiers as a massacre.*
- **silversmith** — a person who makes things out of silver *Paul Revere was a popular silversmith in Boston who made various objects out of the metal.*
- **engraving** — a design or pattern that is cut into the surface of an object *A popular engraving carved into metal depicted the events of the Boston Massacre.*

#### Read

Read Chapter 8 in the Student Reader: PDF pages 56–61. Look at the pictures and maps together.

#### Talk it over

1. What were the Townshend Acts?
2. Why did Parliament create the Townshend Acts?
3. How was the colonists' response to the Townshend Acts similar to the Stamp Act?
4. Why would Paul Revere create an engraving of the Boston Massacre instead of just a painting?

Answers are at the back of this pack.

#### Check for understanding

- Answer the Big Question in a sentence or two: Why did the British government repeal the Townshend Acts?
- Use one of today's words in a sentence of your own.

## Chapter 9: A Change in Thinking

### THE BIG QUESTION

### What was the Committee of Correspondence?

#### Words to know

- **committee** — a group of people selected to do a certain task *The committee met to decide how to organize the community picnic.*
- **quill pen** — a pen made from the feather of a bird *Thomas Jefferson dipped his quill pen in the ink and signed the Declaration of Independence.*

#### Read

Read Chapter 9 in the Student Reader: PDF pages 62–67. Look at the pictures and maps together.

#### Talk it over

1. Why would the colonists still remain loyal to Great Britain at this point in time?
2. Who was Sam Adams?
3. What was the purpose of the Committees of Correspondence?
4. How did the mood of the colonies change in the years after the Boston Massacre?

Answers are at the back of this pack.

#### Check for understanding

- Answer the Big Question in a sentence or two: What was the Committee of Correspondence?
- Use one of today's words in a sentence of your own.

## Chapter 10: A Tea Party in Boston

### THE BIG QUESTION

### What were the events that led to the Boston Tea Party?

#### Words to know

- **intolerable** — unbearable *The actions of Parliament were intolerable for the colonists.*
- **oppose** — to be against something *It is easy to oppose things that you do not like.*
- **resist** — to go against *The colonists believed they had no other option but to resist the British government and branch out on their own.*

#### Read

Read Chapter 10 in the Student Reader: PDF pages 68–73. Look at the pictures and maps together.

#### Talk it over

1. What was the Tea Act of 1773?
2. Even though the Tea Act of 1773 actually lowered the cost of tea for the colonists, why do you think they were still upset with Parliament?
3. What was the Boston Tea Party?
4. Why do you think the protestors decided to dress as Native Americans during the Boston Tea Party?
5. What were the Intolerable Acts?
6. What were some of the possible effects of the Intolerable Acts on the lives of colonists?

Answers are at the back of this pack.

#### Check for understanding

- Answer the Big Question in a sentence or two: What were the events that led to the Boston Tea Party?
- Use one of today's words in a sentence of your own.

#### Activity pages

- Activity Page 10.1: Domain Vocabulary: Chapters 6–10 — Teacher Guide PDF page 152

## Chapter 11: The Colonies Resist

### THE BIG QUESTION

**How did the colonists' attitudes and view of themselves begin to change?**

### Words to know

- **Supreme Court** — the highest court in the land *The Supreme Court had the final say in ruling on the court case.*
- **declaration** — a formal statement *The colonists made a formal declaration that they planned to separate themselves from Great Britain.*
- **defiant** — breaking the rules on purpose *Parliament viewed the Declaration of Independence as a defiant act.*
- **defiance** — an act that breaks the rules on purpose resolution, n. a final decision usually meant to solve a problem or create a course of action *The resolution of the Continental Congress was to formally declare independence from Great Britain.*

### Read

Read Chapter 11 in the Student Reader: PDF pages 74–79. Look at the pictures and maps together.

### Talk it over

1. How did the colonies respond to the Intolerable Acts?
2. Why do you think Virginia asked the other colonies to send delegates to a meeting similar to the Stamp Act Congress when only Massachusetts was punished by the Intolerable Acts?
3. What was the First Continental Congress?
4. What three things did the First Continental Congress do?
5. How do you think Parliament and King George III responded to the Declaration of Rights from the First Continental Congress?
6. Why had the colonies viewed themselves as separate entities before the First Continental Congress?
7. Why was the First Continental Congress a turning point for the colonies?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: How did the colonists' attitudes and view of themselves begin to change?
- Use one of today's words in a sentence of your own.

## Chapter 12: The Fighting Begins

### THE BIG QUESTION

### What was Patrick Henry's point of view?

#### Words to know

- **brethren** — members of the same group or family *Patrick Henry appealed to other members of the House of Burgesses as if they were his brethren.*
- **Minutemen** — people who volunteered to serve in the American militia and were ready to fight at a moment's notice *Daniel was able to kill two birds with one stone when he reviewed his notes to both study for the test and complete his homework.*
- **redcoat** — a nickname given to the British soldiers because of the color of their uniforms *The militiamen gathered in the village green and waited for the redcoats to arrive.*
- **stockpile** — a large amount of something being stored for future use *The redcoats marched into Concord hoping to destroy the colonists' stockpile of arms.*
- **unfurl** — to unroll and spread out like a piece of fabric or a flag *She began to unfurl the flag so the others in the room could look at it.*

#### Read

Read Chapter 12 in the Student Reader: PDF pages 80–87. Look at the pictures and maps together.

#### Talk it over

1. What is a Minuteman?
2. Why did General Gage send his troops to Lexington and Concord?
3. What role did Paul Revere play in the Battles of Lexington and Concord?
4. How did Revere use the Old North Church in Boston?
5. Why would Paul Revere have yelled, "The Regulars are coming," instead of, "The British are coming"?
6. What happened to the British troops at Concord?
7. Why do you think the colonists were successful after the Battles of Lexington and Concord, even though they were outnumbered by the British?

Answers are at the back of this pack.

#### Check for understanding

- Answer the Big Question in a sentence or two: What was Patrick Henry's point of view?
- Use one of today's words in a sentence of your own.

## Chapter 13: Preparing for War

### THE BIG QUESTION

## Why was George Washington chosen to be the leader of the Continental Army?

### Words to know

- **petition** — a formal written request for change signed by several people *The activists sent their signed petition to Congress to try to bring about change.*
- **policy** — an official course of action *The official policy of the colonists was to sever all ties with Great Britain.*
- **trench** — a narrow ditch dug into the ground *A long, narrow trench separated the two armies positioned on the field.*
- **ammunition** — bullets or shells *Ammunition was hard to come by, so many soldiers had to make bullets of their own.*

### Read

Read Chapter 13 in the Student Reader: PDF pages 88–93. Look at the pictures and maps together.

### Talk it over

1. What did colonists say in their petition to King George III?
2. What two additional actions did the Second Continental Congress take when they met in Philadelphia?
3. Why do you think George Washington wore a militia uniform to the Second Continental Congress?
4. What was the outcome of the Battle of Bunker Hill?
5. Why can the Battle of Bunker Hill be considered a victory for the colonists, even though they didn't win?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: Why was George Washington chosen to be the leader of the Continental Army?
- Use one of today's words in a sentence of your own.

### Activity pages

- Activity Page 13.1: The Fighting Around Boston — Teacher Guide PDF page 153

## Chapter 14: The Great Declaration

### THE BIG QUESTION

### What was the Declaration of Independence?

#### Words to know

- **Loyalist** — a person living in the colonies who did not support the American cause and remained loyal to Great Britain *Some colonists, known as Loyalists, continued to support the British cause, even though they were born and raised in the colonies.*
- **pamphlet** — a small booklet that includes information or ideas about a single topic *Thomas Paine's Common Sense was a widely circulated pamphlet that included many ideas about American independence.*
- **endow** — to give someone something valuable *Mark chose to endow his brother with the precious family heirloom.*
- **institute** — to establish or start something new *One way to slow down drivers is to institute a new traffic law.*
- **revolution** — the act of overthrowing a government with the hopes of starting a new and different one *One purpose of the colonists' revolution was to separate from Great Britain and form a new country.*

#### Read

Read Chapter 14 in the Student Reader: PDF pages 94–99. Look at the pictures and maps together.

#### Talk it over

1. Why did Loyalists maintain their allegiance to Great Britain?
2. Why was Thomas Paine's Common Sense such an influential piece of writing?
3. Why would Thomas Paine originally publish Common Sense as "an Englishman" instead of using his own name?
4. What were the purposes of the Declaration of Independence?
5. What was a major reason the Declaration of Independence gave for separation from Great Britain?
6. Who wrote the Declaration of Independence?
7. Reread the passage from the Declaration of Independence on page 92. According to the Declaration, what rights do all people have?
8. What did Benjamin Franklin mean when he said, "Gentlemen, we must all hang together, [or] else we shall all hang separately"?

Answers are at the back of this pack.

#### Check for understanding

- Answer the Big Question in a sentence or two: What was the Declaration of Independence?
- Use one of today's words in a sentence of your own.

## Chapter 15: A Discouraging Start

### THE BIG QUESTION

**What challenges did George Washington face when raising an army?**

### Words to know

- **mercenary** — a soldier from one country paid to fight for another country *Although not from Great Britain, the Germany mercenary was paid to fight for the British cause.*
- **regiment** — a unit in the army *George Washington led his regiment into battle.*

### Read

Read Chapter 15 in the Student Reader: PDF pages 100–105. Look at the pictures and maps together.

### Talk it over

1. What were three strengths of the British army?
2. What is a mercenary? What role did mercenaries play in the American Revolution?
3. Even though the Continental Army was not as prepared as the British army, what advantages did the Americans have?
4. How did the British army attempt to take advantage of the situation of African Americans in the colonies?
5. How did women contribute to the fighting during the American Revolution?
6. Who was Molly Pitcher?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: What challenges did George Washington face when raising an army?
- Use one of today's words in a sentence of your own.

### Activity pages

- Activity Page 15.1: Domain Vocabulary: Chapters 11–15 — Teacher Guide PDF page 154

## Chapter 16: Raising America's Spirits

### THE BIG QUESTION

**What is meant by the statement, "Washington's plan for winning the war required patience"?**

### Words to know

- **inspire** — to cause someone to think or behave in a certain way *Despite the bleak conditions, Washington had to inspire his men to keep fighting.*
- **German state** — one of several small, independent states that eventually made up the present-day country of Germany *Many mercenaries that fought for the British cause came from the German state of Hesse.*

### Read

Read Chapter 16 in the Student Reader: PDF pages 106–111. Look at the pictures and maps together.

### Talk it over

1. What was Washington's strategy for winning the Revolutionary War?
2. Do you believe Washington's strategy to win the war was a good idea? Why or why not?
3. Who was Nathan Hale, and what happened to him?
4. What do you think Hale meant when he said, "I only regret that I have but one life to lose for my country"?
5. How did Washington win the Battle of Trenton?
6. Why were the American victories at Trenton and Princeton significant?
7. Do you agree with Washington and the American army's disregard for European military traditions? Why or why not?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: What is meant by the statement, "Washington's plan for winning the war required patience"?
- Use one of today's words in a sentence of your own.

## Chapter 17: Saratoga

### THE BIG QUESTION

**What mistake did the British make that brought France into the war, making an American victory possible?**

### Words to know

- **rebels** — people who resist the government with force *A group of colonial rebels fought bravely against the army of their former country.*
- **naval fleet** — a large group of war ships that belong to the navy *If it were not for the French naval fleet, the British may have escaped the Chesapeake Bay.*
- **turn of events** — a new development or action that changes the way future events happen *The Battle of Saratoga proved to be a turn of events for the colonists; their victory inspired the French to enter the war as their ally.*

### Read

Read Chapter 17 in the Student Reader: PDF pages 112–117. Look at the pictures and maps together.

### Talk it over

1. How did the British plan to win the war?
2. Why did the British plan fail?
3. Do you agree with General Howe’s reasons for capturing Philadelphia? Why or why not?
4. What were the most important results of the American victory at Saratoga?
5. Why did France agree to fight on the side of the colonists?
6. Why did France wait until the Americans won a major victory before committing to entering the war?
7. Consider what may have happened if the British had won the Battle of Saratoga. In what ways could a British victory have impacted the outcome of the American Revolution?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: What mistake did the British make that brought France into the war, making an American victory possible?
- Use one of today’s words in a sentence of your own.

## Chapter 18: Valley Forge

### THE BIG QUESTION

**What were some of the challenges the Continental Army faced during the winter at Valley Forge?**

### Words to know

- **scarce** — in short supply; not having enough *During the American Revolution, fabric to make clothing and leather to make shoes were scarce.*
- **forage** — food or other items found in a search *The soldiers at Valley Forge struggled to find enough forage to survive. (114)*
- **forage** — to search for food or other items needed for survival exposure, n. harm caused by cold or other extreme weather conditions *While camped at Valley Forge, many soldiers died from exposure to the harsh cold.*
- **character** — the qualities that make up a person *George Washington was known throughout the colonies for the quality of his character.*
- **drill** — to train or practice by repeating movements or tasks *To perfect marching in formation, the general must drill his soldiers with lots of practice.*
- **aide** — a trusted assistant *Only George Washington's most trusted aide was allowed to carry information to the other generals.*

### Read

Read Chapter 18 in the Student Reader: PDF pages 118–121. Look at the pictures and maps together.

### Talk it over

1. Why did the American army settle at Valley Forge?
2. What toll did the harsh winter at Valley Forge take on the troops camped there?
3. What motivated the soldiers to stay with the army in spite of hardships at Valley Forge?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: What were some of the challenges the Continental Army faced during the winter at Valley Forge?
- Use one of today's words in a sentence of your own.

## Chapter 19: Fighting Shifts to the South

### THE BIG QUESTION

### Why did the British shift the fighting to the South?

#### Words to know

- **swamp** — a wet, marshy area where water collects *The soldiers hiding in the swamp were well hidden by the trees, but their boots were soaked from standing on the wet earth.*
- **guerrilla warfare** — fighting in small groups making small, repeated attacks *Unlike the British army that was trained in traditional warfare, the colonists relied on guerrilla warfare to quickly attack the enemy.*
- **tributary** — a stream or river that flows into a larger stream, a river, or a lake *The Ohio River and its tributaries were important in the war in the west during the American Revolution.*
- **company** — a unit in the military made up of anywhere from 80 to 250 soldiers *The company slowly made their way up the hill, preparing to catch the enemy by surprise.*
- **naval battle** — a military battle fought on water using ships *The French and British ships were caught in an intense naval battle on the Atlantic Ocean.*
- **treason** — disloyalty to a country by helping an enemy *Benedict Arnold was accused of treason after he passed secrets from the Americans to the British.*

#### Read

Read Chapter 19 in the Student Reader: PDF pages 122–127. Look at the pictures and maps together.

#### Talk it over

1. Why did the British generals decide to attack the Southern colonies?
2. Why were the British unable to conquer the entire South?
3. Why would guerrilla warfare be a better way to fight in a swamp than having a formal battle?
4. Who was George Rogers Clark?
5. Who was John Paul Jones, and what was his contribution to the American Revolution?
6. What happened in the battle between the Bonhomme Richard and the Serapis?
7. Who was Benedict Arnold, and why did he go over to the British side?
8. The name “Benedict Arnold” is often used to describe people to this day. What do you think the expression means, and why is it used?

Answers are at the back of this pack.

#### Check for understanding

- Answer the Big Question in a sentence or two: Why did the British shift the fighting to the South?
- Use one of today's words in a sentence of your own.

## Chapter 20: The World Turned Upside Down

### THE BIG QUESTION

**How does the chapter title explain the outcome of the American Revolution?**

### Words to know

- **half a crown** — a unit of money used by the British during the time of the American Revolution *Molly paid half a crown for a pound of tea from the shop down the street.*

### Read

Read Chapter 20 in the Student Reader: PDF pages 128–133. Look at the pictures and maps together.

### Talk it over

1. Why did Cornwallis establish his base in Yorktown?
2. Why was Cornwallis unwise to set up camp with his back to the York River?
3. You read in the chapter that George Washington earned the nickname “Father of Our Country.” What do you think “Father of Our Country” means? Why would people give Washington that title?

Answers are at the back of this pack.

### Check for understanding

- Answer the Big Question in a sentence or two: How does the chapter title explain the outcome of the American Revolution?
- Use one of today’s words in a sentence of your own.

### Activity pages

- Activity Page 20.1: Domain Vocabulary Chapters 16–20 — Teacher Guide PDF pages 155–156
- Activity Page 20.2: Major Sites of the Revolutionary War — Teacher Guide PDF pages 157–158

## UNIT QUIZ

# The American Revolution

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle the letter of the best answer.

1. A disagreement between the British and French over land along the Ohio River resulted in the \_\_\_\_\_.
  - a) French and Indian War
  - b) American Revolution
  - c) Battle of Saratoga
  - d) Boston Tea Party
2. During the French and Indian War,
  - a) the French defeated the Native Americans and gained new land.
  - b) John Paul Jones defeated the French.
  - c) the British defeated the French and gained new land.
  - d) the Native Americans were allies with the colonists.
3. \_\_\_\_\_ rode through Massachusetts towns warning people that the British army was marching to Concord.
  - a) Sam Adams
  - b) Paul Revere
  - c) Patrick Henry
  - d) George Washington
4. Some people who resisted the Stamp Act by boycotting British goods called themselves \_\_\_\_\_.
  - a) redcoats
  - b) Minutemen
  - c) immigrants
  - d) the Sons of Liberty
5. \_\_\_\_\_ was an African American man killed in the Boston Massacre.
  - a) Paul Revere
  - b) John Hancock
  - c) Crispus Attucks
  - d) Sam Adams
6. The American Revolution ended with the
  - a) British surrender at Yorktown.
  - b) American victory at Saratoga.
  - c) signing of the Declaration of Independence.
  - d) British victory at Charleston, South Carolina.

- 7.** Colonists organized the Boston Tea Party to stop
- a) Parliament from passing the Tea Act.
  - b) Dutch merchants from smuggling tea.
  - c) British tea from being delivered to the colony.
  - d) Parliament from increasing the price of British tea.
- 8.** The laws that took away Massachusetts's self-government, appointed a military governor for the colony, and required colonists to house British soldiers were part of the \_\_\_\_.
- a) Stamp Act
  - b) Proclamation of 1763
  - c) Townshend Acts
  - d) Intolerable Acts
- 9.** The First Continental Congress issued \_\_\_\_ to the British government, stating that colonists were entitled to the rights of Englishmen.
- a) the Stamp Act
  - b) a Declaration of Rights
  - c) the Tea Act
  - d) the Constitution
- 10.** The first shot of the American Revolution, also known as "the shot heard round the world," was fired at the Battle of \_\_\_\_.
- a) Bunker Hill
  - b) Brooklyn
  - c) Lexington
  - d) Trenton
- 11.** The Continental Army lost almost half its men during the winter it spent camped at \_\_\_\_.
- a) Valley Forge
  - b) Yorktown
  - c) New York
  - d) Philadelphia
- 12.** convinced many of its readers that America should break away from England.
- a) Poor Richard's Almanack
  - b) The Declaration of Rights
  - c) The French and Indian War
  - d) Common Sense
- 13.** The main author of the Declaration of Independence was \_\_\_\_.
- a) Thomas Jefferson
  - b) George Washington
  - c) Benjamin Franklin
  - d) Thomas Paine

**14.** The woman who dressed in men's clothing and joined the Continental Army was \_\_\_\_\_ .

- a) Deborah Sampson
- b) Molly Pitcher
- c) Mary Hayes
- d) Abigail Adams

**15.** Washington won his first great victory at \_\_\_\_\_ .

- a) Princeton
- b) Trenton
- c) Saratoga
- d) Yorktown

**16.** Which individual was a great hero of the American navy?

- a) Benedict Arnold
- b) John Burgoyne
- c) John Paul Jones
- d) Marquis de Lafayette

**17.** Which individual helped train American soldiers at Valley Forge?

- a) Marquis de Lafayette
- b) Baron von Steuben
- c) John Paul Jones
- d) General Rochambeau

## Answers

### Chapter 1: Meet the Colonists

1. **Why did people come from other countries to settle in North America?**

They came to seek opportunity and to improve their lives. Some hoped to own land, and others hoped to worship or follow the religious beliefs they chose. In other instances, some people were brought against their will: people from various parts of the African continent were enslaved.

2. **Where were Africans forcefully brought to the colonies?**

They were primarily brought as enslaved labor, mostly in the South.

3. **In what colony was the city of Philadelphia located? (Hint: look at the section heading on page 2.) Find it on the map on AP 1.2. Was it a New England, Middle Atlantic, or Southern colony?**

Philadelphia is located in Pennsylvania, which was a Middle Atlantic colony.

4. **What was the occupation of most people living in the colonies?**

Most colonists were farmers. Roughly nine out of ten families lived on farms in the colonies.

5. **Why do you think most colonists were farmers?**

Farming was a way for people to survive off of the land. Farms were also very self-sufficient; people were able to grow or make many of the things that they needed on a daily basis.

6. **Why did towns and cities grow in the colonies?**

Towns and cities grew as a result of trade. Colonies traded with each other. At the same time, the colonies imported goods from overseas and exported goods to Great Britain.

7. **Why did immigrants in the colonies choose to settle near people from the same country?**

Settling near similar people gave immigrants a sense of home and community in a new place. This allowed them to practice their traditional customs, speak their native languages, and share with people who were familiar.

8. **How did the different immigrant populations become more alike?**

They borrowed ideas and customs from one another. They developed a common language (American English) by contributing familiar words from their own languages and from Native American and African languages to British English.

9. **Roads were important for increasing travel, communication, and trade among the colonies. What impact did these things have on breaking down barriers between separate communities in the colonies?**

Increased contact between people led to greater familiarity between different groups. As a result, these groups began to share their customs, language, and beliefs with each other.

## Chapter 2: If You Had Lived in the Colonies

### 1. **What household or farm chores were done by colonial children?**

Colonial children collected firewood and built up the morning fire, cleared brush, helped with planting, made candles, fed the animals, preserved foods, and sewed.

### 2. **How did these chores or jobs differ between boys and girls?**

Boys helped with outdoor chores such as collecting firewood, planting, harvesting, and building. Meanwhile girls primarily helped with chores such as cooking, cleaning, gardening, and making clothing, although they might also help with feeding the animals.

### 3. **Why was it more important for colonial children who lived on farms to work instead of go to school?**

Making a farm successful required help from all members of the family. Instead of paying laborers or owning slaves, many families relied on their children to pitch in and help the farm run. At the same time, higher education was not necessary for the type of lifestyle that most colonists led.

### 4. **Why do you think colonial children were often treated like adults at an early age?**

People living in the 1700s lived shorter lifespans than people do today. At the same time, parents also relied on their children to complete many jobs and tasks that children today are not required to do. This added level of responsibility led to colonial children being treated more like adults at a young age.

### 5. **In what ways were the lives of free children different from those of enslaved children?**

Free children worked for their own families, while enslaved children were forced to work for the profit of someone else.

### 6. **How did colonists treat diseases in the 1700s?**

The colonists used a number of different cures or home remedies to treat disease, including herbs. Many of the cures were ineffective. As a result, it was not uncommon for children to die of disease at an early age.

### 7. **How were doctors in the 1700s different from doctors today?**

Colonial doctors did not receive the medical training or education that doctors do today. Knowledge of disease, how it's spread, and how it's treated was limited during the 1700s.

## Chapter 3: The Rights of Englishmen

### 1. **What is self-government?**

Self-government means the ability to select your own leaders and pass your own laws.

### 2. **How did England eventually grow into the British Empire?**

Over time, England established colonies around the world. As a result, the British government had control of many different territories and many different people aside from just the ones living in England.

3. **Why did the colonists want to have self-government?**

They believed that they knew what was best for the people living in the colonies.

4. **Who was allowed to vote in the colonies?**

Only white men who owned enough property were allowed to vote. This meant that women, African Americans, and Native Americans were not allowed to vote.

5. **What were some of the most important rights of British citizens in the 1700s?**

The right to a trial by jury, the right to keep their own private property, the right to petition the government, and the right to assemble peaceably to discuss a problem.

6. **What was the purpose of these rights?**

To protect people against unfair actions by their government.

## **Chapter 4: Learning Hard Lessons**

1. **Which colony claimed the land that the French had built their forts on?**

Virginia claimed the land. Page 27

2. **Who was sent to deliver a message to the French general?**

George Washington was sent to deliver the message.

3. **Why would a governor of the British colonies ask the French to leave the Ohio River Valley?**

The Ohio River Valley offered land for settlement and farming. The Ohio River and the smaller rivers that flowed into and from it were also helpful for travel and transporting goods.

4. **What set off the conflict between the French and the British?**

The French and the British colony of Virginia claimed ownership of land in the Ohio River Valley.

5. **What advantages did the French have over Washington's forces at Fort Duquesne?**

The French held the fort, they had more troops, and they had more Native American allies, as well.

6. **Why do you think Washington named the British fort "Fort Necessity"?**

The British had to build a camp quickly, and the area was not ideal. The fort was built because they needed it immediately.

## **Chapter 5: The French and Indian War**

1. **Why do you think George Washington was eager to volunteer to fight for General Braddock in the French and Indian War?**

He wanted another chance after making mistakes when he first fought against the French at Fort Duquesne.

2. **What was General Braddock's attitude toward George Washington and the American army?**

He felt superior to them and was very stubborn. He felt that because he was a general and a trained soldier, he knew more than they did.

3. **What happened to General Braddock and his troops just a few miles from Fort Duquesne?**

Native Americans surprise attacked the troops. General Braddock was killed in the battle.

4. **Who was William Pitt, and what was his role in the war?**

He was the British prime minister in charge of Great Britain's foreign affairs in lands outside of Great Britain. He spent whatever was needed and ordered British armies to get control of two rivers in North America.

5. **How did the British take Quebec?**

They climbed the cliffs of Quebec at night and were ready to fight the French at dawn.

6. **What did the British gain from the French and Indian War?**

The British gained all of Canada and all of the land between the Appalachian Mountains and the Mississippi River.

7. **How do you think Braddock's treatment of Washington and his soldiers made them feel toward the British army?**

They didn't like being treated this way, especially because most of them were born in the colonies and knew the land better than the British did.

8. **How important were the colonists in helping the British defeat the French?**

The colonists played an active role in fighting for the British army. Without their support the British would have struggled to defeat the French.

## **Chapter 6: The Quarrel with Britain Begins**

1. **What was the purpose of the Proclamation of 1763?**

The purpose was to prevent colonists from settling west of an imaginary line drawn along the Appalachian Mountains. Page 39

2. **Do you think the Proclamation of 1763 was fair to the colonists? Why or why not?**

They did not like that British troops were present in the colonies, especially when they were not in a time of war.

3. **Why did the British government need money after the French and Indian War?**

The British needed to cover the costs of waging the war because they had borrowed money to fight the war. They also needed money to pay the costs of the British soldiers protecting the newly gained territories.

4. **What steps did Parliament take in order to raise money from the colonies?**

It created new taxes on various imported goods and sent officials to the colonies to make sure that all of the taxes were paid.

5. **Why do you think the colonists reacted negatively to the Quartering Act?**

They felt that Parliament was violating their rights as British citizens.

6. **What impact do you think the Proclamation Act of 1763 and the Quartering Act had on the relationship between the colonies and Great Britain?**

The colonists were angry that their rights had been taken away. They also did not

think it was fair that they couldn't settle on the new lands gained after the French and Indian War. This led to discontent between the two parties, which continued to grow over time.

## **Chapter 7: The Stamp Act Crisis**

### **1. What was the Stamp Act?**

It was a law that placed a tax on roughly fifty different kinds of printed paper, including newspapers and legal documents.

### **2. Why did the colonists object to the Stamp Act?**

Neither the colonists nor their representatives had voted on a stamp tax. Parliament had enacted the tax without their consent.

### **3. What does the phrase “taxation without representation” mean?**

The colonists were taxed without having a say in the government.

### **4. How did the colonists protest the Stamp Act?**

They formed groups such as the Sons of Liberty and the Daughters of Liberty. These groups organized boycotts of British goods. The colonists also held a meeting called the Stamp Act Congress to ask Parliament to repeal the law.

### **5. Why do you think Patrick Henry’s newspaper article had an impact on other colonists?**

Patrick Henry’s views challenged the colonists to think about the Stamp Act and the colonies’ response in a new way.

### **6. In what way were the Daughters of Liberty important in repealing the Stamp Act?**

They helped keep boycotts of British goods going by making fabrics and textiles that the colonists would have had to buy from the British.

## **Chapter 8: Parliament Stumbles Again**

### **1. What were the Townshend Acts?**

They were new taxes on paper, paint, glass, lead, and tea.

### **2. Why did Parliament create the Townshend Acts?**

Parliament still needed money and taxed these imports to raise money.

### **3. How was the colonists’ response to the Townshend Acts similar to the Stamp Act?**

The colonists believed that both acts were “taxation without representation.” They thought the taxes were unfair and boycotted British goods in response.

### **4. Why would Paul Revere create an engraving of the Boston Massacre instead of just a painting?**

An unlimited number of prints can be created from a single engraving. As a result, Revere’s depiction of the Boston Massacre could be widely circulated throughout the colonies.

## **Chapter 9: A Change in Thinking**

1. **Why would the colonists still remain loyal to Great Britain at this point in time?**

Some colonists still felt a connection with Britain as their homeland and may have still had friends or family that lived there. Others might have felt that the colonies were too young and inexperienced to govern themselves or too weak to protect themselves. Page 57

2. **Who was Sam Adams?**

Adams was a Bostonian Patriot, a leader of the Sons of Liberty, and founder of the Committee of Correspondence. He was one of the first colonists who favored independence from Britain.

3. **What was the purpose of the Committees of Correspondence?**

to promote the exchange of news and ideas among Patriots.

4. **How did the mood of the colonies change in the years after the Boston Massacre?**

Many colonists no longer trusted Britain and doubted that real reconciliation could happen with the “mother country.” Some people, including Sam Adams, began to promote the idea of independence throughout the colonies.

## **Chapter 10: A Tea Party in Boston**

1. **What was the Tea Act of 1773?**

It was an act passed by Parliament that lowered the price of tea but kept the tax on tea in the colonies.

2. **Even though the Tea Act of 1773 actually lowered the cost of tea for the colonists, why do you think they were still upset with Parliament?**

The colonists considered the Tea Act of 1773 “taxation without representation.” Even though the tea was less expensive, they were still troubled by the underlying principle of the tax.

3. **What was the Boston Tea Party?**

It was an organized protest of the Tea Act. Colonists, dressed as Native Americans, boarded the British ships carrying the tea and destroyed the cargo by throwing it into the harbor.

4. **Why do you think the protestors decided to dress as Native Americans during the Boston Tea Party?**

The colonists dressed as Native Americans so they would be unrecognizable. They may have thought that the British would not punish Native Americans for what had happened. The disguises were very effective because no one discovered the true identities of the people involved in the Boston Tea Party.

5. **What were the Intolerable Acts?**

The Intolerable Acts were passed in response to the Boston Tea Party. One of the acts closed Boston’s port. Another took away most of Massachusetts’s right to self-government and appointed a British general as the governor. Bostonians were ordered to quarter—or house—British troops in their homes.

6. **What were some of the possible effects of the Intolerable Acts on the lives of colonists?**

People could not travel by ship. They faced a shortage of food and supplies. Businesses that depended on the port could lose money and possibly fail.

## **Chapter 11: The Colonies Resist**

1. **How did the colonies respond to the Intolerable Acts?**

The colonies came to the aid of Massachusetts by sending food and supplies to the people living there. Virginia called for a day of fasting and prayer and also called for a meeting of all of the colonies to discuss what to do about Britain.

2. **Why do you think Virginia asked the other colonies to send delegates to a meeting similar to the Stamp Act Congress when only Massachusetts was punished by the Intolerable Acts?**

The colonies probably felt that they, too, could eventually be punished by Britain. They knew that they all faced common dangers. They knew that they would have a better chance of dealing with Britain together than as individual colonies. Page 69

3. **What was the First Continental Congress?**

The First Continental Congress was a meeting of fifty-six colonial leaders from twelve of the thirteen colonies. Delegates met in Philadelphia to discuss a course of action when dealing with Britain.

4. **What three things did the First Continental Congress do?**

Delegates at the First Continental Congress wrote a Declaration of Rights, voted to stop all trade with Britain until the Intolerable Acts were repealed, and agreed not to buy anything from or sell anything to the British.

5. **How do you think Parliament and King George III responded to the Declaration of Rights from the First Continental Congress?**

Students may respond that Parliament and King George III were unhappy with the Declaration of Rights and that they might not repeal the Intolerable Acts. Other students may respond that King George III and Parliament responded favorably because they've repealed other acts before.

6. **Why had the colonies viewed themselves as separate entities before the First Continental Congress?**

The colonists identified most closely with the colony that they lived in. For example, people living in Pennsylvania thought of themselves as Pennsylvanians. They had really no other connection to the other colonies. They did, however, have an attachment to Great Britain because that was the place many colonists, or their families, had originated from.

7. **Why was the First Continental Congress a turning point for the colonies?**

For the first time, the colonies began to view themselves as a unified group instead of separate entities.

## **Chapter 12: The Fighting Begins**

1. **What is a Minuteman?**

During the American Revolution, a Minuteman was a volunteer soldier who was ready to fight at a moment's notice.

2. **Why did General Gage send his troops to Lexington and Concord?**

He had heard that the colonists were hiding weapons and supplies in Concord. Gage also found out that Sam Adams and John Hancock were hiding in Lexington. Gage planned to send his troops to capture the two men and to destroy the colonists' supplies.

3. **What role did Paul Revere play in the Battles of Lexington and Concord?**

He sent a signal to the Minutemen that the redcoats were coming. He rode to Lexington to warn the colonists to be ready.

4. **How did Revere use the Old North Church in Boston?**

A watchman in the tower of the Old North Church would hang one lantern if the British were traveling to Lexington and Concord by land and two lanterns if they were traveling across the river in boats. This signal would let the colonists know how quickly the British would be arriving.

5. **Why would Paul Revere have yelled, "The Regulars are coming," instead of, "The British are coming"?**

During the time of the American Revolution, the colonists still considered themselves to be members of the British Empire. They, themselves, were technically British.

6. **What happened to the British troops at Concord?**

The British troops were attacked by nearly four hundred Minutemen. The British troops decided to return to Boston, but they suffered heavy losses during their march back. 81

7. **Why do you think the colonists were successful after the Battles of Lexington and Concord, even though they were outnumbered by the British?**

The colonists had the advantage of fighting on their own turf. Fighting for their homes and for their towns also played a role. Because the Minutemen were not trained soldiers, they were not confined by the rigid rules of battle that the British followed. As a result, they used unconventional tactics such as shooting at the British from behind trees on their march back to Boston.

## **Chapter 13: Preparing for War**

1. **What did colonists say in their petition to King George III?**

They said they were loyal to him and asked him change his government's policies and restore colonists' rights.

2. **What two additional actions did the Second Continental Congress take when they met in Philadelphia?**

They decided to create a national army, and they appointed George Washington as the commander of the Continental Army.

3. **Why do you think George Washington wore a militia uniform to the Second Continental Congress?**

He wore the uniform to show that he was ready and willing to fight for the Patriot cause and to remind others of his extensive military experience.

4. **What was the outcome of the Battle of Bunker Hill?**

The Battle of Bunker Hill, actually fought on Breed's Hill, resulted in a loss for the militiamen. The British ultimately gained control of the hill but not before suffering heavy casualties.

5. **Why can the Battle of Bunker Hill be considered a victory for the colonists, even though they didn't win?**

The colonists fought very well against the British troops and inflicted a lot of damage. Even though they lost control of Breed's Hill, they proved to themselves and to the British army that they were not going to give up easily. This experience helped bolster confidence and morale among the Americans.

## **Chapter 14: The Great Declaration**

1. **Why did Loyalists maintain their allegiance to Great Britain?**

Loyalists made their decision to remain loyal to Great Britain for a number of different reasons, including economic and political reasons. Some decided to stay loyal to Britain for religious or personal values.

2. **Why was Thomas Paine's Common Sense such an influential piece of writing?**

Paine wrote in a clear and direct way that communicated important ideas in a way that all readers could understand.

3. **Why would Thomas Paine originally publish Common Sense as "an Englishman" instead of using his own name?**

Writing the pamphlet from the perspective of "an Englishman" would take away some of the bias that a colonist would have in defending the rights of Americans. American readers felt that if an Englishman thought they should declare their independence then their cause must be just.

4. **What were the purposes of the Declaration of Independence?**

The Declaration of Independence had several purposes. First, it outlined the reasons why the colonists wanted to separate from Great Britain. Second, it emphasized that Great Britain was wrong in its actions. Finally, the Declaration of Independence was meant to convince the colonists, and people around the world, that American independence was necessary.

5. **What was a major reason the Declaration of Independence gave for separation from Great Britain?**

Great Britain had violated the basic rights of the colonists.

6. **Who wrote the Declaration of Independence?**

Thomas Jefferson wrote the Declaration of Independence.

7. **Reread the passage from the Declaration of Independence on page 92. According to the Declaration, what rights do all people have?**

Life, liberty, and the pursuit of happiness.

8. **What did Benjamin Franklin mean when he said, “Gentlemen, we must all hang together, [or] else we shall all hang separately”?**

Franklin’s statement emphasizes the need for the colonies to come together as a united front against Great Britain. There’s strength in numbers, and their odds of success were greater when they acted as one instead of as thirteen separate components.

## **Chapter 15: A Discouraging Start**

1. **What were three strengths of the British army?**

The British had one of the largest armies and the largest navy in the world. The soldiers were well-trained. The British could afford to hire mercenaries. Great Britain could also afford whatever supplies its troops needed.

2. **What is a mercenary? What role did mercenaries play in the American Revolution?**

A mercenary is a soldier for hire. The British paid Hessian soldiers to fight against the colonists.

3. **Even though the Continental Army was not as prepared as the British army, what advantages did the Americans have?**

They were fighting on their own land, and the size of their country gave them places to retreat to. Most soldiers in the Continental Army were farmers who volunteered to fight.

4. **How did the British army attempt to take advantage of the situation of African Americans in the colonies?**

The British army offered freedom to any enslaved person who fought for the British.

5. **How did women contribute to the fighting during the American Revolution?**

They fought on the battlefields, made gunpowder, carried messages, and spied on the enemy.

6. **Who was Molly Pitcher?**

Molly Pitcher was the wife of a Continental soldier. Her real name was Mary Ludwig Hays. She brought pitchers of water to her husband’s cannon crew during a battle. She carried so many pitchers they called her Molly Pitcher.

## **Chapter 16: Raising America’s Spirits**

1. **What was Washington’s strategy for winning the Revolutionary War?**

Washington decided that patience was the key to winning the war. He avoided major battles with the British and took advantage of the extra time to train the American troops. Washington also hoped that if the war dragged on for a long time, the British would grow tired of fighting and grow tired of paying for it.

2. **Do you believe Washington’s strategy to win the war was a good idea? Why or why not?**

Some students may respond that Washington’s strategy was smart because his troops

needed more time to train, especially because the British army was so strong. Other students may respond that Washington's strategy was flawed because the American troops would have to win some major battles to defeat the British and gain independence.

3. **Who was Nathan Hale, and what happened to him?**

Hale was a schoolteacher from Connecticut who served as an American spy. He was caught and hanged by the British.

4. **What do you think Hale meant when he said, "I only regret that I have but one life to lose for my country"?**

Hale's quote means that even in the face of death, he does not regret spying for the Americans. He is so committed to the Patriot cause that, knowing the consequences, he would do it all over again given the chance.

5. **How did Washington win the Battle of Trenton?**

He had the Continental Army attack the Hessian troops stationed in Trenton at dawn the morning after Christmas, when they least expected it.

6. **Why were the American victories at Trenton and Princeton significant?**

They helped boost American spirits, both of civilians and the troops.

7. **Do you agree with Washington and the American army's disregard for European military traditions? Why or why not?**

Some students may argue that the Americans would have quickly lost the war if they had followed the traditional European rules of war. Others might think that breaking with tradition was unfair, especially attacking the enemy on a holiday.

## **Chapter 17: Saratoga**

1. **How did the British plan to win the war?**

They wanted to gain control of the Hudson River valley. This would allow them to divide the colonies into two sections, making it easier to conquer one section at a time. The plan was to have three British forces meet in Albany—one from the north, one from the west, and one from the south.

2. **Why did the British plan fail?**

General Howe disagreed with General Burgoyne. Howe wanted to gain control of Philadelphia. By the time Howe captured the city, there was no time to get his troops north to New York. The third force, coming from the west, encountered American soldiers and never reached Albany. Burgoyne's army was alone and defeated by the Americans at Saratoga.

3. **Do you agree with General Howe's reasons for capturing Philadelphia? Why or why not?**

Some students may respond that they agree with Howe's decision. Philadelphia was an important city to the colonists, and capturing it would be a large blow to the Americans. Some students may respond that they disagree with Howe's decision. Even though Howe captured an important city, his decision to stop before heading to Albany was too costly for the British.

4. **What were the most important results of the American victory at Saratoga?**

The American troops gained new courage and pride in themselves after defeating Burgoyne's powerful army. The American victory also convinced France to enter the war as an ally against Great Britain.

5. **Why did France agree to fight on the side of the colonists?**

France and Great Britain had fought for nearly one hundred years, and the French wanted revenge after the French and Indian War. Helping the colonies achieve their independence was a way for France to "get even" with Great Britain.

6. **Why did France wait until the Americans won a major victory before committing to entering the war?**

War is very costly. The French did not want to enter a conflict an ocean away and commit men and resources if they were not absolutely sure the colonists stood a chance of defeating the British.

7. **Consider what may have happened if the British had won the Battle of Saratoga. In what ways could a British victory have impacted the outcome of the American Revolution?**

If the British had won the Battle of Saratoga, they most likely would have gained control of the Hudson River Valley. British control of this region would have made it possible for them to cut off New England from the rest of the colonies. France probably would not have entered the war for fear the colonists may lose.

## **Chapter 18: Valley Forge**

1. **Why did the American army settle at Valley Forge?**

It was close to Philadelphia. The troops also had to find a place to set up camp because winter and cold weather were coming.

2. **What toll did the harsh winter at Valley Forge take on the troops camped there?**

Many men died of sickness or from exposure. Even though the troops were not actually fighting, the Americans lost as many as thirty men a day. Many men couldn't take the harsh conditions and decided to abandon the army.

3. **What motivated the soldiers to stay with the army in spite of hardships at Valley Forge?**

They respected and admired General Washington. They were also committed to the American cause and knew that winter wouldn't last forever.

## **Chapter 19: Fighting Shifts to the South**

1. **Why did the British generals decide to attack the Southern colonies?**

They felt they could catch the Continental Army off guard by shifting the battle to the South. They thought they could count on the support of Southern Loyalists.

2. **Why were the British unable to conquer the entire South?**

Southerners made too many successful sneak attacks from the swamps. The commanders in the South followed Washington's plan of not engaging the British troops directly in large battles.

3. **Why would guerrilla warfare be a better way to fight in a swamp than having a formal battle?**

The physical features of a swamp make it easy for soldiers to hide and attack from their hidden positions but difficult for an army to set up in formation for a battle.

4. **Who was George Rogers Clark?**

He was a young Virginian who led American attacks against the British on their forts located near tributaries of the Ohio River. Clark and his men were responsible for capturing three British forts and driving the British from the land between the Appalachian Mountains and the Mississippi River.

5. **Who was John Paul Jones, and what was his contribution to the American Revolution?**

He was the commander of the Bonhomme Richard. He led the American warship against the Serapis and successfully defeated the British during the battle. He is remembered for saying, "I have not yet begun to fight!"

6. **What happened in the battle between the Bonhomme Richard and the Serapis?**

The ships fired at each other, and both were severely damaged. The Bonhomme Richard, however, was damaged more so than the Serapis. The crew of the Bonhomme Richard climbed aboard the Serapis and captured the ship.

7. **Who was Benedict Arnold, and why did he go over to the British side?**

Benedict Arnold was an American general. He was very successful and a favorite of George Washington. Arnold felt underappreciated and spent a great deal of money on luxury goods. He decided to accept a large sum of money from the British in exchange for turning over West Point to the enemy.

8. **The name "Benedict Arnold" is often used to describe people to this day. What do you think the expression means, and why is it used?**

Benedict Arnold was a famous general who turned his back on his country during the American Revolution. Calling someone a Benedict Arnold implies that he or she has either betrayed somebody or flipped sides.

## **Chapter 20: The World Turned Upside Down**

1. **Why did Cornwallis establish his base in Yorktown?**

Yorktown lies on the York River, which flows to the sea. Cornwallis thought the British navy would be able to easily reach his troops if he needed their help.

2. **Why was Cornwallis unwise to set up camp with his back to the York River?**

If they were attacked from the front by the Americans, the British troops would have nowhere to retreat.

3. **You read in the chapter that George Washington earned the nickname "Father of Our Country." What do you think "Father of Our Country" means? Why would people give Washington that title?**

American troops marched to Yorktown overland and surrounded the city so Cornwallis could not escape. The French fleet drove off the British fleet, preventing them from

assisting Cornwallis.

**Unit quiz key**

1. a 2. c 3. b 4. d 5. c 6. a 7. c 8. d 9. b 10. c 11. a 12. d 13. a 14. a 15. b 16. c 17. b