

- Each year, reenactors recreate famous moments associated with the Revolutionary War, such as George Washington and his troops crossing the Delaware in 1776. Provide students with as much background information as possible, and ask them to perform a skit or short play depicting a famous moment from the war.
- Ask students to imagine they are supporters of the Sons of Liberty like Sam Adams, and to compose letters to the editor of their local newspaper that describe their displeasure with a British policy such as taxes or that explain their desire for America to be a free and independent country. As a contrast, some students may be asked to write letters to the editor from the perspective of King George III that attempt to capture his reaction to the Boston Tea Party.
- Ask students to select their favorite Revolutionary War heroes from this show, or share biographies to help your class do research on other heroes of the Revolutionary War. After doing their research, students may dress up as their heroes and give speeches to the class describing their heroes' famous moments.
- Although there were two other riders (William Dawes and Dr. Samuel Prescott) with him, Paul Revere is most remembered for warning Massachusetts townspeople that the British were coming. Share excerpts of Henry Wadsworth Longfellow's famous poem, *Paul Revere's Ride* (illustrated by Christopher Bing, Handprint Books, 2001) with your class. After students listen to the poem, ask them to discuss what made this ride so heroic. What might have happened if Paul Revere had not made his famous ride? Ask students to offer suggestions on how they would have tried to alert the townspeople that the British were near.
- Ask students to design a pictorial or written time line of the major events of the Revolutionary War era, from the issuance of the Stamp Act to the signings of the Declaration of Independence and the Treaty of Paris in 1783.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- lcweb2.loc.gov/ammem/bdsds/timeline.html
The Library of Congress provides this very useful site for teachers, offering a detailed time line of the events from 1764 to 1789 leading up to and in the aftermath of the Revolutionary War.
- www.paulreverehouse.org/paul.html
Sponsored by the Paul Revere Memorial Association, this site gives visitors detailed information on the life of Paul Revere, and includes images of his home, and an account and a map of his famous ride.

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- library.thinkquest.org/J002611F/index.htm

This site, created by elementary school students and entitled "Colonial Kids: A Celebration of Life in the 1700s," provides a full picture of life in the American colonies. From this site, students will gain an understanding of colonial housing, clothing, work, education and transportation.

Suggested Print Resources

- Burgan, Michael. *John Paul Jones: Naval Hero*. Child's World, Chanhassen, MN; 2004.
- Rappaport, Doreen and Dawn Verniero. *Victory or Death: Stories of the American Revolution*. HarperCollins, New York, NY; 2003.
- Rockwell, Anne. *The Called Her Molly Pitcher*. Knopf, New York, NY; 2002.
- Winnick, Karen B. *Sybil's Night Ride*. Boyd's Mills Press, Honesdale, PA; 2000.

TEACHER'S GUIDE

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REVOLUTIONARY WAR HEROES

Grades K-4

This guide is a supplement designed for teachers to use when presenting this program. The guide provides you with a brief historical overview, previewing and follow-up discussion questions, vocabulary, focus questions for assessing comprehension, extension activities and print and Internet resources.

Before Viewing: Give students an introduction to the topic by relaying aspects of the program overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary, and use the follow-up questions and activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.



Historical Overview

Heroes like George Washington are remembered for their strength and bravery during the Revolutionary War, but many ordinary citizens made major contributions as well. Inspired by strong words by Patriots such as Patrick Henry, the colonists began to unite in a common dislike for British policies that they felt were unfair, and rebels like Sam Adams began actively protesting against the British. The Boston Tea Party was a major act of rebellion, and sparked a chain of events that would lead to Paul Revere's famous ride and the battles of Lexington and Concord. However, breaking completely with Great Britain was a huge step, and many colonists were reluctant to completely sever ties with the British. The persuasive and extremely popular *Common Sense* by Thomas Paine would help convince many undecided colonists of the need to separate from Great Britain.

Motivated by their strong desire for a free and independent country, men, women and even children from throughout the American colonies helped in the Revolutionary War effort. The victory was aided by heroic acts of patriotism from people like Molly Pitcher, Nathan Hale, Deborah Sampson and Sybil Ludington, and strong military support from heroes such as Colonel Francis Marion, Captain John Paul Jones and the Black Rhode Island Regiment. But the colonists were not alone in their fight — several European countries provided money and military equipment — and France's Marquis de Lafayette was just one of many foreign allies who contributed to the American victory and the birth of the United States.

Vocabulary

Revolutionary War — The war in which America defeated the British that resulted in America's independence.

colony — A settlement that is far from one's home country, but that is ruled by the home country. The people who live in colonies are called colonists.

Founding Fathers — A term used to describe the men who helped create the United States of America.

taxes — Fees that are added to goods or services to help a government raise money to do business.

Sons of Liberty — Secret organizations of men that were some of the first groups to formally protest against the British government.

The Boston Massacre — A March 5, 1770 incident in which five colonists were shot and killed by British soldiers.

First Continental Congress — A meeting held in Philadelphia in 1774 in which representatives from the colonies spoke about their problems with the British.

militia — A group of citizens that protects its area in times of conflict.

Minutemen — Volunteer soldiers who helped fight the British in Massachusetts in 1775.

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Loyalist — An American colonist who was on the side of Great Britain during the Revolutionary War.

Patriots — Colonists who helped fight the British during the Revolutionary War.

Common Sense — A very popular pamphlet written by Thomas Paine that said it was time for the American colonists to separate from Great Britain.

The Declaration of Independence — A document issued on July 4, 1776, which declared that the American colonies were free and independent states. Thomas Jefferson was the primary author of the Declaration of Independence.

Second Continental Congress — A group of colonial representatives that gathered in Philadelphia in 1775 to talk about their problems with the British. The group voted to form a committee to write the Declaration of Independence.

Continental Army — A military force that was established by the Second Continental Congress to fight the British.

enslaved — The state or nature of being owned by another person, of being made into a slave.

Pre-viewing Discussion

- Inform students that a revolution is an important change in government. Ask students what they know about the American Revolution. What happened at this time in American history? Do students know any names of famous people associated with the Revolutionary War?
- Ask students to describe in their own words what it means to be independent. Is independence a good or bad idea? Why do students think Americans celebrate Independence Day? How do students celebrate on this important holiday?
- Ask students to list the qualities and characteristics of a hero, and to name some of their own personal heroes. What makes the people they picked heroes? If they had the opportunity, what questions would students ask their personal heroes and why?

Focus Questions

1. Why did colonists decide to come to America?
2. Why were many colonists angry with the British government?
3. Who were the Sons of Liberty?
4. What was the Boston Massacre?
5. Why did some colonists throw tea into Boston Harbor?
6. Why did the British send troops to Lexington?
7. How did Paul Revere help the Patriots in Boston?
8. Why is John Paul Jones considered the father of the American navy?

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9. Who made up the Continental Army?

10. How much influence did *Common Sense* have on the colonists?

11. What did the Declaration of Independence do?

12. How did Sybil Ludington help the war effort?

13. What was the importance of the Battle of Yorktown?

Discussion Questions

- There were many colonists who did not agree with the Patriots and fought on the side of the British. Ask students to discuss why some colonists did not want independence, and wanted to remain loyal to King George III and Great Britain. Ask students whose side they would have taken and why?
- The British had many advantages over the Americans, including more experienced soldiers and, despite the efforts of George Washington and John Paul Jones, better-trained armed forces and a more powerful navy. Ask students to discuss some of the reasons why they think the American colonists were able to defeat the British.
- Ask students to discuss some of the personal characteristics that were displayed by Revolutionary War heroes and heroines such as Nathan Hale, Patrick Henry and Sybil Ludington in their efforts to help America win its independence from Great Britain. Ask students to choose their favorites of the Revolutionary War heroes mentioned in this show and discuss why they think these people should be remembered most.
- African Americans played a significant role during the Revolutionary War period including Crispus Attucks, one of the five men killed in the Boston Massacre. For serving in the armed revolt against the British, members of the Black Rhode Island Regiment were told they would be granted their freedom from slavery. Ask students to discuss how African Americans might have felt to be fighting not only for their country's independence, but also for their own personal freedom.
- There were no telephones, trains, airplanes or automobiles in colonial America which helped keep the colonies divided before the Revolutionary War. Ask students to describe how their lives would be different if they lived without these modern methods of communication and transportation.

Follow-up Activities

- Since photography was not invented until more than fifty years after the Revolutionary War, the only images we have of the time period come from paintings done by popular artists. Provide students with images of some famous paintings of the Revolutionary War done by Charles Wilson Peale or John Trumbull and ask students to describe the scenes. Ask each student to select a Revolutionary War hero such as Molly Pitcher and to draw a picture that captures his or her hero's famous historical moment. (Continued)