



Unit 7: American Revolution



What is a revolution?



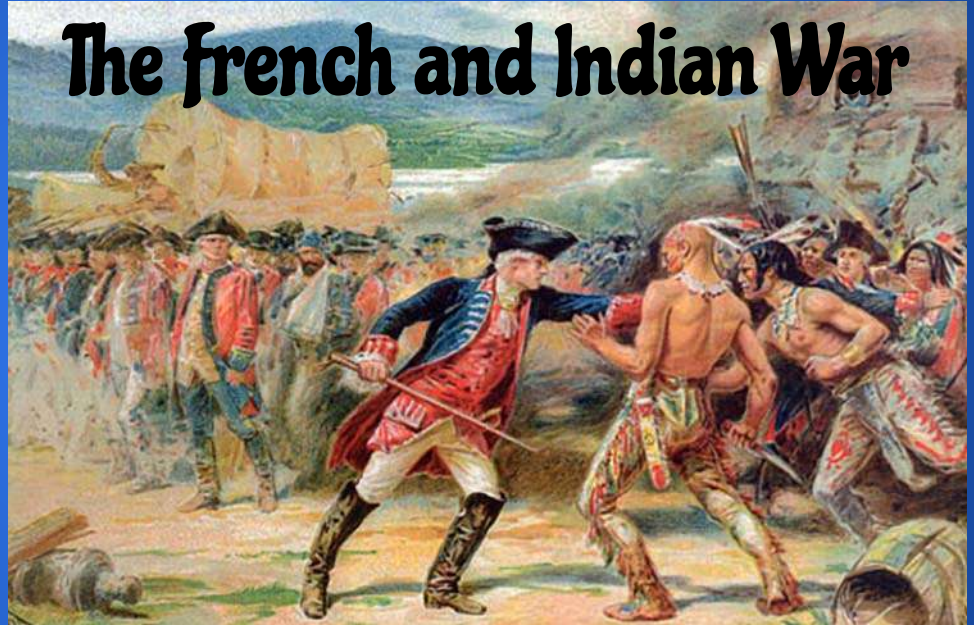
A revolution is an attempt by many people, often with violent fighting, to end the rule of one government and start a new one.



**Does anyone
remember what war
was before the
American Revolution?**



The french and Indian War





**Turn to page 91 in the Reader
and let's take a look at a map
of Colonial North America.**



NAME: _____

DATE: _____

1.1

ACTIVITY PAGE

Core Connections Vignette

Scene I: European Explorers and the “New World”

Characters: Narrators (4), Timeline Tracker, Audience Member, English Royal, English Explorer, French Royal, French Explorer

Narrator 1: The Age of Exploration occurred from around the 1400s to the 1600s. Ships left busy ports of Spain, Portugal, France, Holland, and England to sail around the world. The explorers aboard these ships sought more than adventure. European kings and queens paid them to find gold, spices . . . and land.

Timeline Tracker: [Point out “Age of Exploration” on the Core Connections Timeline on display.]

Audience Member: That’s when Christopher Columbus discovered America, right?

Narrator 2: Well, not exactly. Native people had lived in the Americas for many, many years before Columbus landed. But, you’re right that in 1492 Columbus was one of the first Europeans to claim land in the Americas for the king and queen of Spain. After that, many other Europeans followed, curious about what this “New World” had to offer.

Timeline Tracker: [Point out “Christopher Columbus” on the Core Connections Timeline.]

Narrator 3: In the mid-1500s, both the English and the French began to form colonies in the “New World” and in 1607 the English established their first permanent colony in Jamestown, Virginia.

Narrator 1: After that—as they say—the rest is history!

Timeline Tracker: [Point out “Jamestown” on the Core Connections Timeline.]

We are going to review some of the events leading up to the American Revolution by reading a few vignettes (short scenes) from history. Turn to Activity page 1.1.





1400

1500

1600

1700

1800

AGE OF EXPLORATION

1492

Christopher
Columbus

1607

Jamestown

1608

Québec

1754

French and Indian
War Begins



So what did we learn?



- During the Age of Exploration many European explorers were being paid to find gold, spices, and land for their country's kings and queens
- Many Native Americans already lived in the New World before European explorers arrived
- England/Britain and France both had colonies in the New World – England /Britain on the east coast of the United States and France in the middle of the United States and Canada
- As the British moved west to gain more land they moved into areas where the French had already claimed land. This caused conflict!
- Both the French and the British had Native American allies fighting with them over the land that both countries claimed.
- Officially the French and Indian War lasted for 7 years, but the fighting had actually been happening for 9 years.





**We are going to be reading
chapter 1: Bills to Pay**

**Before we start, let's go over
some vocabulary first!
Turn to Activity page 1.2
(workbook page 9)**

Unit 7

Reader | Grade 4

**American Revolution:
The Road to Independence**



NAME: _____

DATE: _____

1.2

ACTIVITY PAGE

Vocabulary for “Bills to Pay”

1. **conflict**, *n.* a fight or struggle for power or authority (2)
2. **turning point**, *n.* a time when an important change occurs (2)
3. **burden**, *n.* something that is heavy or difficult to accept (**burdens**) (4)
4. **impose**, *v.* to force or require (**imposed**) (5)
5. **tax**, *n.* money a government charges for services it provides to the people (**taxes**) (5)
6. **assembly**, *n.* people who gather to write laws for a government or organization (**assemblies**) (5)
7. **petition**, *n.* a document people sign to show their agreement or disagreement with something (**petitions**) (6)
8. **opposition**, *n.* disagreement with or disapproval of something (8)
9. **mastermind**, *n.* a person who takes the lead in planning and organizing something important (8)
10. **militia**, *n.* ordinary people trained to be soldiers but who are not part of the full-time military (9)

Let's echo read the words and then we will discuss some unfamiliar words!



Chapter 1

Bills to Pay

THE BIG QUESTION
Why did the British government tax the colonists, and why did that make the colonists angry?

To better understand the events that led to the American Revolution, we will have to travel back in time to the years between 1754 and 1763, when the British fought against the French in a different war on North American soil.

This war, known as the French and Indian War, was part of a larger struggle in other countries for power and wealth. In this **conflict**, the British fought the French for control of land in North America.

During the French and Indian War, many Native Americans chose sides. Some fought with the British, while others fought with the French. Battles were won and lost on both sides. However, as is often the case in war, there is a **turning point**. In this war, it was a battle fought in a part of Canada controlled by the French.

In 1759, British soldiers sailed up the St. Lawrence River and attacked the French city of Québec. The British were victorious in the Battle of Québec and then went on to take Montréal the next year. Montréal's fall signaled the end of large battles between the French and British in North America. Sporadic fighting continued until 1763, when the Treaty of Paris finally ended the French and Indian War.

THE BIG QUESTION

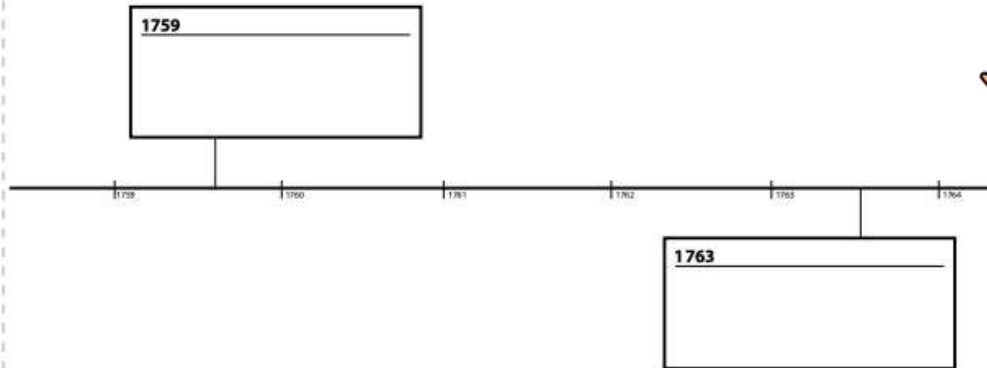
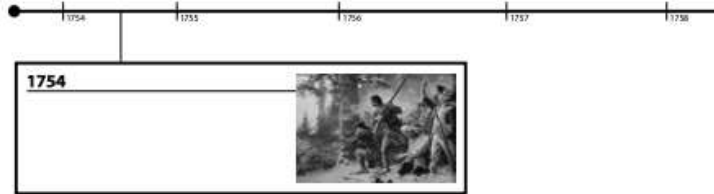
Why did the British government tax the colonists, and why did that make the colonists angry?

Turn to page 2 in your reader and follow along as we read it together.



Timeline I

NAME: _____



**Turn to Activity page 1.3
(workbook page 11). We will be
adding to this timeline
throughout the unit.**



1754?

1759?

1763?

1765?



NAME: _____

DATE: _____

1.5

TAKE-HOME

Glossary for *The Road to Independence*

A

abound, v. to be present in large quantities (**abounds**)

abstain, v. to choose not to vote (**abstained**)

accurate, adj. without mistakes; having the right facts

ambassador, n. the person who represents the government of his or her country in another country (**ambassadors**)

ammunition, n. bullets, shells, and other objects used as weapons shot from guns

assembly, n. people who gather to write laws for a government or organization (**assemblies**)

B

bayonet, n. a sharp piece of metal attached to the muzzle of a musket (**bayonets**)

belfry, n. a bell tower at the top of a church

bewitching, adj. charming, captivating, or enchanting

bleak, adj. depressing, grim, bad

boycott, v. to protest something by refusing to buy, use, or participate

breeches, n. pants that cover the hips down to just below the knee

burden, n. something that is heavy or difficult to accept (**burdens**)

burly, adj. strong and heavy

C

casualty, n. a person killed or injured during battle (**casualties**)

charge, n. the amount of explosive material needed to cause a blast

conflict, n. a fight or struggle for power or authority

confront, v. to challenge or fight against

console, v. to comfort or try to make someone feel better and less sad

convoy, n. a group of ships traveling together for safety

D

decisive, adj. important; without any doubt

declaration, n. an official statement of something

defiant, adj. refusing to obey

dread, v. to look ahead to the future with great fear

E

eliminate, v. to get rid of something (**eliminated**)

engraving, n. a design or lettering made by cutting into the surface of wood, stone, or metal

enlist, v. to volunteer for military service (**enlisted**)

export, v. to send out a product to another country to be sold (**exporting**)



BINDER

Tear out Activity page 1.5
(workbook pages 19–22).
Please keep them in your
In class Folder until we finish
unit 7.



NAME: _____

DATE: _____

1.4

TAKE-HOME

Excerpt from “Bills to Pay”

Read the following excerpt aloud to a family member and complete the activity that follows.

Taxes

The British government had borrowed a lot of money to fight this war. A lot of that money had been spent on protecting the colonists from the French and their Native American allies. All of the money had to be paid back, and the British government felt that the colonists should pay their share. In addition, more money was continually needed to protect the colonies as well as the newly acquired land.

To raise the needed funds, the British government **imposed** new **taxes**, including several that would have to be paid by the colonists. In 1765, King George III and his government proposed the Stamp Act.



Stamps were imprinted or embossed on paper.

The Stamp Act was a tax on printed materials. Colonists were required to buy stamps when they bought printed items such as newspapers, pamphlets, even playing cards. These were not gummed stamps, but rather impressions imprinted or embossed on paper. Many people were upset about the Stamp Act. They thought it was unfair that the king and his government in London were making decisions about taxes the colonists had to pay, while the colonists had no say in the matter.

The British government had generally allowed the colonies to raise taxes themselves. For example, if the government of Virginia needed money, an **assembly** of representatives from different parts of Virginia would meet. This assembly was called the House of Burgesses. Members of the House of Burgesses would determine the best way to raise money. They would propose taxes, and they would vote. If many representatives thought the taxes were unfair, they would not vote for them and, therefore, the taxes would not be approved. Because the House of Burgesses included representatives from different parts of Virginia, most everyone felt the process was fair.

5

Activity page 1.4
(workbook page 15–17) will
be homework!

