



# Unit 7 American Revolution: The Road to Independence

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Lesson 8:

The Continental Army's Plight



# MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book
- Assign roles for Vignette III and allow time to prepare
- Provide additional sources on the first shot at Lexington, print sentence frames on slide 28 (optional)

NAME: _____	<b>8.2</b> ACTIVITY PAGE
DATE: _____	
<b>Vignette III</b>	
<b>Characters:</b> Narrator, Members of Parliament (2), King George III, Samuel Adams, John Hancock	







## TODAY'S FOCUS

K- We will **KNOW** the challenges the Continental Army faced in its battle against the British army and Mother Nature

U- We will **UNDERSTAND** the impact those challenges had on the morale of soldiers in the Continental Army

B- We **BE ABLE TO** make inferences from Chapter 5 to understand the strategic and physical challenges colonial soldiers faced as local militias combined to form the Continental Army and share in a class discussion what those challenges were and how they overcame them.



## Introduce Chapter 5 (5 min.)

We will read Chapter 5, “It’s War!”  
You can refer to the maps of the colonies on page 92 as we read the chapter.

Turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

### Maps

#### Revolutionary War Battles



The first vocabulary word you will encounter is **fronts** on page 40. Each vocabulary word is **defined** the first time it appears in the chapter.

Find the word **front** in the glossary and then I will call on a student to read the definition.

**front,**



Turn to Activity Page 8.1 and follow along as I read each vocabulary word and its meaning.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1

ACTIVITY PAGE

### Vocabulary for “It’s War!”

1. **front**, *n.* the place where fighting happens in a war (**fronts**) (40)
2. **strategic**, *adj.* carefully planned to achieve a specific goal, such as winning a battle or finishing a project (42)
3. **confront**, *v.* to challenge or fight against (42)
4. **surrender**, *v.* to give up, quit (43)
5. **morale**, *n.* confidence, level of enthusiasm one feels (43)
6. **tactics**, *n.* ways used to achieve a goal (44)
7. **bleak**, *adj.* depressing, grim, bad (47)

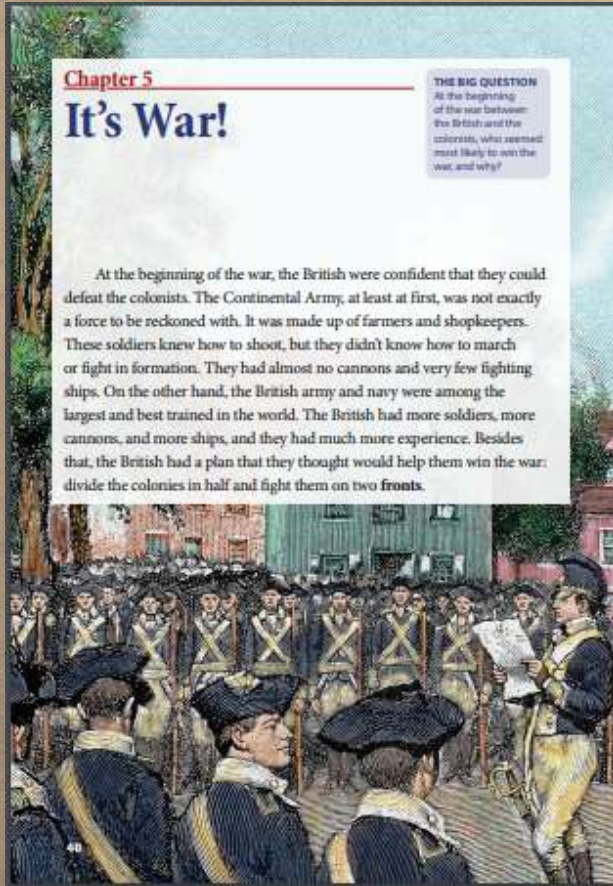
Word(s) from the Chapter	Pronunciation	Page Number
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/	44

I will call on a student to read The Big Question at the beginning of the chapter.



We will read about how the colonists were faced in  
its battle against the British army and Mother Nature.

# Read-Aloud “It’s War!” (30 min.)



Follow along as I read pages 40 and 41 aloud.

Why were the British confident they could defeat the colonists at the beginning of the war?

The British had more soldiers

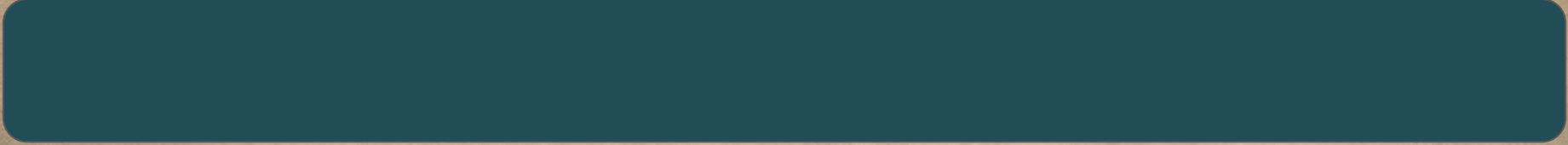


Who fought in the Continental Army?



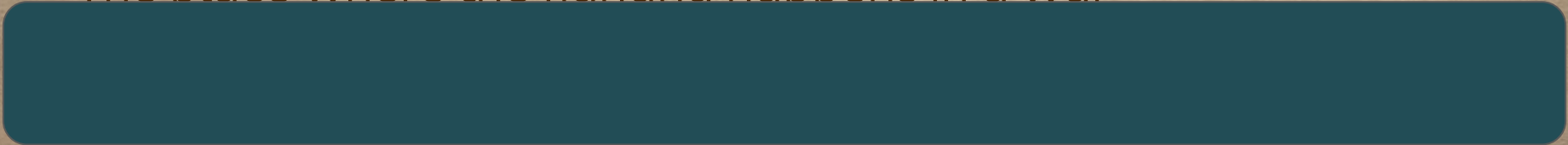
Military leaders usually have a strategy for how to defeat the enemy.  
What was the British army's strategy?

They planned to divide the colonies in half and fight them on two



What is a front?

The place where the fighting happens in a war



**Follow along as I read pages 42 and 43 aloud.**

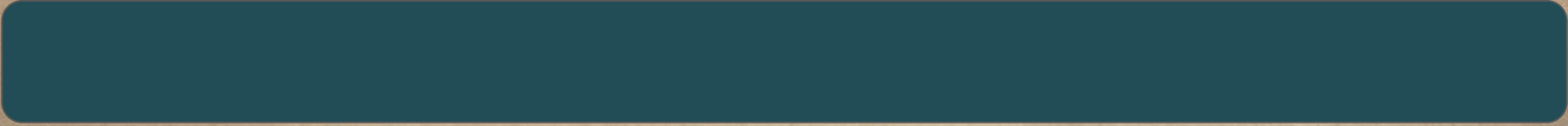
Why did the British focus on New York City?

New York was strategically important because of its port



in Trenton?

They attacked them on Christmas night when the Hessian troops



Look at the image on pages 42 and 43.




What does Washington's position in the painting tell you about his leadership?

Washington is important because he does not have to row the boat; he is standing with one foot resting on the boat's edge looking across the river. This

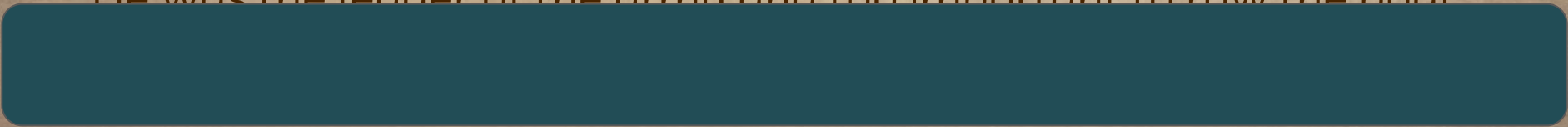


This image shows Washington staring across the river during an important moment in the Revolutionary War. The image suggests that he has great vision. When someone has great vision, it means he/she can see the consequences or potential in a situation. How might Washington be described as having great vision?



Why do you think Washington is not rowing the boat?

He was the leader of the army and too important to row the boat




**Follow along as I read page 44 aloud.**

Why was

Word(s)	CK Code
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/

It was the first major victory for the Continental Army. The British could not break through the defenses the colonists built, so the



Using evidence from ***Washington at Valley Forge*** by Edward Moran, what details support the idea that the soldiers were miserable that winter?





**Follow along as I read pages 46 and 47 aloud.**

Why is Mother Nature referred to as another enemy?


The weather and conditions were dangerous and many men died

According to the text, Washington was worried about the health of his soldiers. What else worried him?

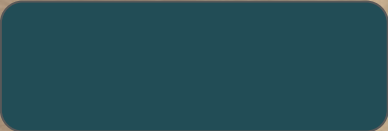
Washington was worried about the health of his soldiers.

## Lesson Wrap-Up (5 min.)

At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?



When George Washington wrote to the Continental Congress in December 1777 describing the state of the army, what was morale like?



What evidence from the text supports the idea that morale was low?

The soldiers were cold, hungry, and sick; Washington wrote

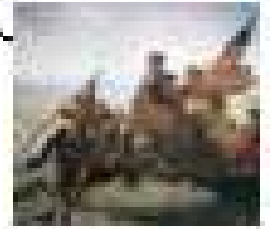
the army's condition was so bad that he feared they would not survive the winter.



Turn to Activity Page 6.2. The questions will guide us to add events to our timelines.

What famous event is shown in the painting on page 42 and 43?

December 25, 1776



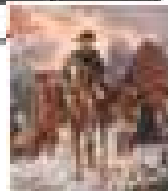
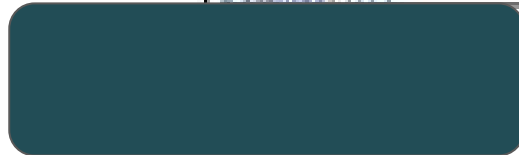
What was the result of Tadeusz Kociuszko's advice?

October 1777



Febe

December 1777



Where did Washington's troops set up camp?



## Check for Understanding: Think-Pair-Share

Think of a time when you were the coldest you have ever been.

Where were  
you?

What were  
you wearing?

How did it  
make you  
feel?

Why were  
you so cold?

What did you  
do?

## Word Work: *Morale* (5 min.)

In the chapter you read, “The victory at Trenton was extremely good for the morale of Washington’s troops, but it was followed by a string of defeats.”

Say the word ***morale*** with me: morale

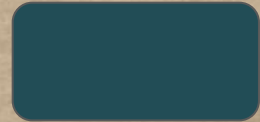
***Morale*** means “confidence or the level of enthusiasm one feels” as in:

After losing the soccer game because their goalie was injured, the team’s morale was low.

What are some other reasons for high morale and low morale?

What part of speech is the word ***morale***?

noun





I will read a statement about something that produces either high morale or low morale. After I read the statement, you will say, "That would lead to high morale," or "That would lead to low morale."

Washington's troops had very little food during the freezing winter.

That would lead to low morale.

The coach announced that the team had earned a spot in the state championship.

That would lead to high morale.



After watching a video thanking them for their service, the soldiers felt good about the job they were doing.

That would lead to [REDACTED]

The company president announced that workers would be fired the following week.

That would lead to low morale.

After the play, the actors [REDACTED] had performed their best.

That would lead to high morale.

