

Discover America

Course 5 - Teacher Guide



Table of **Contents**

3	Themes + Values
4	Learning Objectives
5	Key Terms
6	Introduction
8	Lesson
13	Leadership
15	True/False Worksheet
16	Answer Key
17	Resources
18	Notes

2nd Grade

Teacher Guide



Key Themes

- Freedom
- Independence

Core Values

- Community
- Life
- Liberty

Learning Objectives

Students will be able to:

- Define community.
- List two challenges the colonists faced before gaining freedom.
- Explain the price the colonists paid for issuing the Declaration of Independence.



The American Revolution - 2nd Grade

Key Terms

- 01 **colonist** - a person who settles in a new colony or moves to a new country.
- 02 **Continental Army** - the army that represented the 13 colonists.
- 03 **determination** - the act of never giving up.
- 04 **faith** - the act of believing in something.
- 05 **Hessians** - German troops hired by the British Army to fight in the Revolutionary War.
- 06 **liberty** - the freedom to live as you wish or go where you want.

The American Revolution - 2nd Grade

Introduction



TELL Students

A long time ago, even though the American colonies were far across the ocean, they were still under the rule of King George III from Great Britain. Great Britain spent a lot of money on a previous war called the French and Indian War.

King George III came up with an idea to get some of that money back. He decided to make the colonists pay more taxes on things they bought from Great Britain, like paper, tea, and sugar. The problem was, he didn't ask the colonists for their opinion, and that made them very mad.

People like Samuel Adams, Benjamin Franklin, and Patrick Henry helped bring the colonists together against the British. They felt like the only way to have their freedom was to fight in a war, and that's how the American Revolution began.

ASK Students

What is the document that declared the colonists freedom from the British King?

(allow students to respond)

The American Revolution - 2nd Grade

Introduction

TELL Students

Before we explore why faith, liberty, community, and life were important to the brave Americans who fought for our freedom, let's discover a group called the Hessians! Faith is the act of believing in something. Liberty is the freedom to live as you wish or go where you want.

Many people are not familiar with the Hessians, but they played an important role in America's fight for independence. Let's watch another episode of Star Spangled Adventures to learn about the Hessians and the American Revolution.

WATCH

Star Spangled Adventures Episode:
Crossing the Delaware



Scan Me!

The American Revolution - 2nd Grade

Lesson



ASK Students

Who were the Hessians?
What is the American Revolution?

(allow students to respond)

TELL Students

The American colonies were spread out, but they formed a big community. Community means a group of people who share common interests and come together. When the British started making unfair laws, the American colonists got mad and united. People like Samuel Adams, Benjamin Franklin, Patrick Henry, and George Washington helped create a big community that wanted freedom and was ready to go to war to get it!

Community is about trust, belonging, safety, and caring for each other. People create communities to meet their everyday needs. Sometimes, different groups of people moved to the 13 colonies for various reasons, like religion, business, or being forced to. These communities came together to gain freedom.

ASK Students

Why was community important to the colonists?
Why is community important today?

(allow students to respond)

The American Revolution - 2nd Grade

Lesson

TELL Students

Let's talk about two important colonists, Samuel Adams and Benjamin Franklin. Samuel Adams was really smart and encouraged others to support independence. He protested against British laws, like the Sugar Act and the Tea Act. He even organized the Boston Tea Party!

Benjamin Franklin was known for his inventions and disagreed with the Stamp Act that made colonists pay extra for paper stuff. He went to France to get their help in the American Revolution, and the French support was essential.

ASK Students

What are some important facts about Samuel Adams and Benjamin Franklin?
What do you know about the Boston Tea Party?

(allow students to respond)

TELL Students

The first shot of the American Revolution is known as 'the shot heard around the world.' Do you think someone can really hear a gunshot on the other side of the world?

Let's experiment! Drop a dictionary or other heavy book on the floor. Guide students to explain that this is a loud sound. Then, have another teacher or adult supervise the class. Go next door and drop the dictionary or other heavy book on the floor. Come back to the class and ask if the students heard the sound.

The American Revolution - 2nd Grade

Lesson



ASK Students

If someone can not really hear a gunshot on the other side of the world, why do you think the first shot of the American Revolution is known as 'the shot heard around the world?'

(allow students to respond)

TELL Students

In February 1775, the British declared Massachusetts to be in a state of rebellion because some colonists resisted British rule. The British soldiers were told to take away weapons from rebels and arrest their leaders. This led to fighting, British soldiers' deaths, and their retreat at the battles of Lexington and Concord on April 19, 1775. The first gunshot of these battles, known as "the shot heard round the world," marked the start of the Revolutionary War against the British.

Even though the colonies were not technically free since they still belonged to the King and British Government, the British had a powerful army and navy with lots of money. They believed the Patriots would back down, thinking the conflict was just a big riot. However, the Patriots were a united community of Americans who wanted independence and were willing to fight for it.

The American Revolution - 2nd Grade

Lesson

TELL Students

George Washington was not only the first president of the United States from 1789 to 1797 but, more importantly, he was the Commander-in-Chief of the Continental Army during the American Revolution. Leading this small and unorganized colonial army against the large and experienced Redcoats was a tough challenge. To turn the tide of the war, Washington planned a surprise attack on Christmas Day in 1776. He led his troops across the icy Delaware River from Pennsylvania to New Jersey and captured the city of Trenton, which was a significant success.

The United States of America was established after the colonists won the American Revolution in 1783, and George Washington played a crucial role in its formation. Despite popular demand for him to serve as president for many years, he believed in limiting presidential terms to avoid one person having too much power, similar to King George III. This decision shaped the American government and ensured a fresh perspective in leadership.

ASK Students

What inspired the Continental Army to keep fighting?

(allow students to respond)

The American Revolution - 2nd Grade

Lesson

TELL Students

After the battles of Lexington and Concord, the Continental Army and New England Patriots surrounded the British forces in Boston in what's known as the Siege of Boston. They controlled the land routes to Boston but didn't block sea access, allowing the British Royal Navy to supply their army. The British reinforced their troops to 6,000 men and planned to take the surrounding hills. However, the Patriots got there first and occupied the hills, leading to the Battle of Bunker Hill in June 1775. The British eventually took the hills after the Patriots ran out of bullets, but they suffered heavy losses.

The Patriots continued the siege, and in January 1776, they placed cannons captured from Fort Ticonderoga on Dorchester Heights, making it harder for the British to receive supplies from the sea. After almost a year, the Siege of Boston ended as the British retreated to Halifax, Nova Scotia, on March 17, 1776.

ASK Students

Who fought in the Revolutionary War?

(allow students to respond)

WATCH

Supplemental Learn More with Liberty Course Videos:

Determination at the Siege of Boston

Founding Father: George Washington

The Shot Heard Around the World

Why Community Matters: The American Revolution



The American Revolution

Leadership

Objective: Students will identify positive leadership qualities by discussing examples of courageous leaders in their lives and reflect on why they consider them role models.

Introduction:

- Begin the lesson by telling students about the beginning of the American Revolution and how leaders like Samuel Adams encouraged colonists to be brave.
- Ask students to think of a leader in their own lives who they consider a positive example. This could be a coach, a family member, or anyone they look up to for their courage and leadership qualities.

Group Discussion:

- Have students share their chosen leader with the class, explaining why they consider them a role model.
- Encourage each student to describe their chosen leader in a few sentences, focusing on specific qualities or actions that demonstrate courage and leadership.
- Facilitate a discussion around common themes or characteristics that emerge from students' descriptions, such as bravery, kindness, or perseverance.

Writing Activity:

- Distribute paper and pencils to each student.
- Ask students to write a short paragraph describing their chosen leader and why they admire them. Encourage them to use descriptive language and examples to support their ideas.
- Circulate around the classroom to provide assistance and feedback as students work on their paragraphs.

The American Revolution

Leadership

Sharing and Reflection:

- Invite a few students to share their paragraphs with the class, either by reading them aloud or summarizing their main points.
- After each student shares, facilitate a brief discussion by asking the class what they learned from their classmates' descriptions.
- Encourage students to reflect on the qualities of leadership and courage that were highlighted in their peers' descriptions.

Closure:

- Summarize the main points of the lesson, emphasizing the importance of courage and leadership in both historical events like the American Revolution and in everyday life.
- Conclude by thanking students for sharing their thoughts and reflections, and express excitement for future lessons on leadership and positive role models.

Extension Activity:

- Have students create a simple drawing or collage depicting their chosen leader and the qualities that make them a role model. Display the artwork in the classroom as a visual representation of leadership and courage.

The American Revolution

True/False Worksheet

Carefully read the following statements. Circle true or false and correct each false statement.

NAME: _____ DATE: _____

- 01 *True/False:* The American colonies were ruled by King George III from Great Britain.
- 02 *True/False:* Great Britain spent a lot of money on the French and Indian War.
- 03 *True/False:* King George III decided to make the colonists pay more taxes without asking for their opinion.
- 04 *True/False:* Samuel Adams, Benjamin Franklin, and Patrick Henry helped unite the colonists against the British.
- 05 *True/False:* The American Revolution began with a peaceful negotiation between the colonists and the British government.
- 06 *True/False:* The colonists were spread out but formed a big community united against the British.
- 07 *True/False:* Benjamin Franklin disagreed with the Stamp Act and organized the Boston Tea Party.
- 08 *True/False:* The first shot of the American Revolution is known as "the shot heard around the world."
- 09 *True/False:* George Washington was the first president of the United States during the American Revolution.
- 10 *True/False:* The Siege of Boston ended after the British retreated to New York.

The American Revolution

Answer Key

- 01 *True*
- 02 *True*
- 03 *True*
- 04 *True*
- 05 **False** (Correction: The first shot of the American Revolution is known as 'the shot heard round the world' because it marked the beginning of the Revolutionary War, not because the sound physically traveled around the world.)
- 06 *True*
- 07 *True*
- 08 *True*
- 09 **False** (Correction: The British Royal Navy supplied their army during the Siege of Boston, not the Patriots.)
- 10 **False** (Correction: The Siege of Boston ended on March 17, 1776, not January 1776.)

The American Revolution Resource List

- 01 <https://www.history.com/this-day-in-history/british-evacuate-boston>
- 02 <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/new-york/>
- 03 <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/battle-of-long-island/>
- 04 <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/new-york-campaign/>
- 05 <https://www.loc.gov/resource/rbpe.03902300/?st=text>
- 06 <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/thomas-paine/>
- 07 <https://www.mountvernon.org/george-washington/the-revolutionary-war/washingtons-revolutionary-war-battles/the-trenton-princeton-campaign/10-facts-about-washingtons-crossing-of-the-delaware-river/>
- 08 <https://www.history.com/this-day-in-history/washington-crosses-the-delaware>
- 09 <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/battle-of-trenton/>

WATCH

Learn More with Liberty:

Founding Father: George Washington

Determination at the Siege of Boston

Why Community Matters: The American Revolution



Scan Me!

Notes