DISCOVER AMERICA

Teacher Guide



United for Liberty: The Stamp Act Congress and the Seeds of Revolution



Table of Contents

3	Themes & Values
	Learning Objectives
5	Key Terms
8	Introduction
16	Lesson
24	Activity: Personifying Patriots: Writing Feature
	Articles on Revolutionary Heroes
27	Rubric: Personifying Patriots
29	Assessment: Comprehension Worksheet:
	Literary Devices and the Fight for Freedom
33	Answer Key: Comprehension Worksheet
34	Activity: Student Text
36	Resources
37	Images
39	Notes

Key Themes

- Key Decisions That Shaped Independence
- The Colonists' Fight Against Tyranny
- The Impact of Unfair Laws
- The Role of the Stamp Act in Sparking Change
- Unity Through Shared Challenges

Core Values

- Community
- Life
- Faith
- Liberty



Learning Objectives

Students will be able to

- Define and explain the significance of the Continental Army in the fight for independence.
- Understand the purpose of the Declaration of Independence and describe its impact on the formation of the United States.
- Identify key phrases from the Declaration of Independence, including "life, liberty, and the pursuit of happiness."
- Explain the concept of self-government and why it was important to the colonists in their struggle for independence.
- Recognize the importance of unity among the colonies in their fight for freedom and how the Continental Army helped achieve this goal.
- Describe how the colonists' struggle for freedom from Great Britain is connected to the freedoms we enjoy today.

Learning Objectives

Students will be able to

- Discuss how literary devices like alliteration, hyperbole, and personification can be used to emphasize the importance of freedom.
- Explain how the colonists' actions, such as sending the Olive Branch Petition and creating militias, demonstrated their commitment to independence.
- Analyze how the creation of the Continental Army and the Declaration of Independence symbolized the colonies' desire for fairness and the right to govern themselves.
- Reflect on how the bravery and unity of the colonists in the fight for independence can inspire patriotism and the protection of freedoms today.



Key Terms

- 0 1 **alliteration:** when words that are close together begin with the same sound.
- 0 2 **antonym:** a word that means the opposite of another word.
- O 3 **Boston Tea Party:** a 1773 event in which colonists in Boston, upset about a tax on tea, dressed up as Native Americans and dumped an entire shipment of British tea into the harbor.
- 0 4 **colony:** a piece of land controlled by another country.
- O 5 **Continental Army:** a group of men from all the colonies who fought against Britain during the Revolutionary War.
- O 6 **Declaration of Independence:** a document that explained why the colonies were breaking away from Britain.
- 0 7 **debt:** a large amount of money owed to another person or company that needs to be repaid.
- 0 8 **freedom:** being able to make your own choices and having the power to decide what's best for yourself, your family, and your community.
- O 9 **Founding Fathers:** the leaders who helped create the United States and fought for its independence.
- 10 **honor:** to show great respect for something or someone.
- 11 **hyperbole:** when you use an exaggerated statement to make something sound more exciting or important.
- 12 **independent:** free to make your own decisions.
- 1 3 **literary device:** a technique used by writers to create a special effect or to make their writing more interesting.

Key Terms

- 14 militias: citizen armies.
- 15 **Minutemen:** a group of colonists, ordinary people—farmers, shopkeepers, and blacksmiths—who had trained to be ready to fight at a moment's notice.
- **mockingly:** to do or say something in a way that makes fun of someone or tries to show that they are not as good, important, or smart as others.
- 17 **Parliament:** Britain's government.
- 18 **patriotism:** loving and being proud of your country.
- personification: when you give human qualities to something that isn't human.
- 20 **petition:** a formal written request asking for something important to be changed or fixed.
- 2 1 **protests:** actions taken to express strong disagreement with something.
- 2 2 **repealed:** canceled.
- 2 3 **representative government:** a system where people elect leaders to speak and make decisions on their behalf.
- 2 4 **revolution:** when people work together to make a big change, especially when they want to create a better government or way of life.
- 2 5 **Revolutionary War:** the fight between the colonies and Great Britain that lasted from 1775 to 1783 and ended with the colonies winning their freedom and becoming the United States of America.
- 2 6 **self-government:** a type of government in which people have the power to make their own rules and decisions.

Key Terms

- 27 **Stamp Act:** a law created by Great Britain that said the colonists had to pay extra money, called a tax, on things made from paper.
- 28 **synonym:** a word that means the same, or almost the same, as another word.
- 29 **tax:** extra money people must pay to the government.
- 3 0 **The French and Indian War:** a conflict between Great Britain and France over land in North America, where many Native American tribes helped each side.
- 31 **treason:** betraying your country or turning your back on it.
- tyranny: when a government acts like a bully and doesn't listen to the people.

TELL Students **P**

Let's begin by exploring some important literary devices and how they help make writing more powerful. A **literary device** is a technique used by writers to create a special effect or to make their writing more interesting. First, we have synonyms and antonyms. A **synonym** is a word that has the same, or almost the same, meaning as another word. For example, synonyms for "happy" include joyful or cheerful, and synonyms for "fast" are quick or speedy. An **antonym** is a word that means the opposite of a word. For example, antonyms for "happy" are sad or unhappy, and antonyms for "fast" are slow or sluggish. Learning synonyms and antonyms helps us expand our vocabulary and use more creative language when we speak or write. Now, let's think about the word freedom. What words mean the same as freedom? Some synonyms for freedom are independence, liberty, or choice. These words describe the ability to make your own decisions and live without unfair control. But what about antonyms for freedom? Some antonyms are slavery, restriction, or control. These words describe situations where people are not allowed to make their own choices or are ruled by someone else.

ASK Students

Can you and your neighbor come up with your own synonyms and antonyms for freedom? [Give students three minutes to discuss with their neighbor and then share as a class.]

TELL Students A

Let's add two more fun ways to think about freedom: alliteration and hyperbole! **Alliteration** happens when words that are close together begin with the same sound. It makes writing and speaking more exciting. For example, you could say:

- Freedom fuels fairness.
- Liberty lights lives.
- Choice creates change.

Using alliteration can help you remember ideas and make your writing more powerful.

Hyperbole is when you use an exaggerated statement to make something sound more exciting or important. It's not meant to be taken literally, but it helps emphasize an idea. For example, you might say:

TELL Students (continued)

- "Freedom is so powerful, it can move mountains!"
- "Without freedom, life would be as dull as a sky without stars."

Both alliteration and hyperbole are tools that make your language more creative and help you express how important something is. These literary devices are especially useful when we talk about freedom, an important idea that shaped the lives of the colonists.

ASK Students

Can you and your neighbor come up with your own alliteration or hyperbole for freedom? [Give students three minutes to discuss with their neighbor and then share as a class.]

TELL Students **P**

Now, let's introduce **personification**, which is when you give human qualities to something that isn't human. Imagine freedom was a person! We can say things like:

- "Freedom stretched out its arms, inviting everyone to come and experience life without fear."
- "Liberty danced through the streets, cheering on the people who embraced their right to vote."

Personification helps us see freedom not just as a concept, but as something powerful and alive—something that can influence and change lives. For the colonists, freedom wasn't just about small decisions; it was about creating a future where they could make their own choices and live without unfair control.

ASK Students

Can you and your neighbor come up with your own personifications about freedom? Be creative—combine both tools to make your ideas stand out! Turn to your neighbor, brainstorm together, and come up with a powerful phrase that shows why freedom is so important. [Give students three minutes to discuss with their neighbor and then share as a class.]

TELL Students A

Literary devices, like alliteration, hyperbole, and personification, help us understand and appreciate important ideas like freedom in a deeper way. They allow us to express ideas in creative ways that make them more memorable and impactful.

TELL Students (continued)

For example, when we say "freedom fuels futures" or "liberty lights lives," it helps us see that freedom isn't just an idea—it's something that provides opportunity and inspires change. Hyperbole, like "freedom is worth a thousand sacrifices," shows us how important freedom was to the colonists, and how much they were willing to fight for it. These literary devices make us think about freedom in new ways, helping us understand just how valuable it is. Long before the United States became its own country, the idea of freedom—also called liberty—was already beginning to grow in the colonies. But what does freedom really mean? **Freedom** means having the ability to make your own choices and the power to decide what's best for yourself, your family, and your community. For the colonists, freedom wasn't just about small decisions like what to eat or wear. Freedom for the colonists meant having a voice in important things: making laws, deciding how much taxes they should pay, and being able to live without being ruled by a government located far away in Great Britain. They believed they should have the right to speak for themselves, work toward their dreams, and live without unfair control. To them, freedom, or liberty, was as essential as the air they breathed. It gave them the chance to create a better future for themselves and their families.

Think about the synonyms we've learned, like independence and choice. These words remind us why freedom was so important to the colonists—and why it's just as important today. Freedom allows us to make decisions, chase our dreams, and change our world for the better. Imagine how life would feel without it—it would be as dull and empty as a sky without stars. The colonists' passion for liberty grew stronger every day, much like how your desire to explore and make decisions grows as you learn and experience more. Just as you might feel proud when you choose your activities at recess or help decide family plans, the colonists wanted that same opportunity on a much larger scale. Alliteration, such as "freedom fuels futures" or "liberty lifts lives," helps us see how freedom inspires hope and change. Hyperbole, like saying "freedom is worth a thousand sacrifices," helps us understand just how priceless it was to the colonists. These creative tools remind us why freedom mattered so much to them—and why it's something we should cherish and protect today!

ASK Students

Why do you think the colonists believed freedom was so essential to their lives, and how do literary devices like alliteration and hyperbole help us understand just how important freedom is? How do you think freedom shapes our lives today, just like it did for the colonists?

TELL Students **P**

The colonists valued freedom because it allowed them to make their own choices and shape their futures. They believed it was essential to have a voice in important decisions like creating laws and deciding how much to pay in taxes. Without this freedom, they felt powerless and controlled by a distant government that didn't understand their needs. Today, we enjoy many freedoms. We get to choose what we study, who our leaders are, and how we spend our time with family and friends. Though these may seem like small choices, they are important because they shape our future and reflect our personal values. Freedom means having a say in decisions that affect us and the power to make choices about our lives. But long ago, the colonists didn't have this freedom. They lived in a **colony**, which is a piece of land controlled by another country. In this case, the colonies were controlled by Great Britain. Even though the colonists lived far from Britain, they still had to follow the rules made by the British government, and they had no voice in those decisions. Imagine living in a house where the parents make all the decisions for you, even though you are grown up and live far away. That's how the colonists felt. This lack of freedom caused frustration, and the colonists began to demand the right to make their own decisions. They believed that without the freedom to govern themselves, they couldn't live the lives they wanted. This growing desire for independence eventually led them to unite and fight for the freedom we enjoy today.

ASK Students

Why do you think the colonists believed it was unjust for Great Britain to make decisions, such as imposing taxes and creating laws, without allowing them to have a say? How do you think the ability to make their own choices would have impacted their lives and given them a greater sense of control over their future?

TELL Students **P**

The colonists believed it was unfair for Great Britain to make important decisions about their lives without letting them have a say. These decisions directly impacted their daily lives—such as how much money they had to pay in taxes or which rules they had to follow. Imagine if someone else, like a stranger, decided all the rules for you—rules about what you could do, how much you had to give, or even what you could say—without ever asking for your opinion. Would that be fair? The colonists didn't think so, especially since they lived so far from Great Britain, across the Atlantic Ocean. They felt they should have the right to speak up and help decide matters that directly affected their lives.

TELL Students (continued)

For the colonists, this issue wasn't just about fairness—it was about having the freedom to shape their own future and be in control of their lives. They believed it was wrong to follow rules they didn't have a part in creating. But Great Britain wasn't the only country interested in land in North America. France also wanted to expand its territory, which led to a conflict known as the **French and Indian War**. This was a war between Great Britain and France over control of land in North America. Many Native American tribes were involved in the war, with some supporting the French and others siding with the British. The colonists also joined the war on the British side, showing loyalty to their home country. However, despite their support, the outcome of the war caused tensions between the colonies and Great Britain. The colonists felt even more frustrated when Great Britain expected them to help pay for the war, especially since they had no voice in the decisions that were made. This would eventually contribute to the growing desire for independence.

ASK Students

Can you imagine how the colonists' loyalty to Great Britain during the French and Indian War might have intensified their frustration? They fought alongside British soldiers in the war, showing their dedication and support. However, when the war ended, they were asked to pay for the cost of the war through taxes without having a voice in the decision.

TELL Students **P**

The colonists likely felt frustrated and powerless when Great Britain made important decisions like taxes and laws without allowing them a say. Having the freedom to participate in these decisions was crucial because it would have given them more control over their future. Their loyalty to Britain during the French and Indian War, where they fought alongside British soldiers, probably made it even harder for them to accept being treated unfairly afterward. They helped Britain and got only more taxes in return. After supporting Britain in the war, they expected respect and fair treatment, not taxes without representation. During the war, British soldiers mockingly called the colonial soldiers "Yankee Doodles." **Mockingly** means they were teasing or making fun of the colonists, acting like they weren't as skilled or important as the British soldiers. But instead of letting the insult upset them, the colonists took the name "Yankee Doodle" and turned it into something to be proud of! It became a symbol of their bravery and spirit. In the end, Great Britain won the French and Indian War, but the victory came at a high cost.

TELL Students (continued)

The war left Britain with a lot of **debt**, which means they owed a large amount of money and needed to find a way to pay it back. Because of this debt, the British government looked to the colonies to help cover the costs of the war. This set the stage for the colonists to begin standing up for their rights and freedoms. The name "Yankee Doodle" eventually represented more than just an insult—it became a symbol of the colonies' fight for fairness and their determination to gain independence. The colonists' struggle led them to a **revolution**, a time when people work together to make big changes, especially when they want a better government or way of life. For the colonists, revolution meant standing up against Great Britain for their freedom and the right to govern themselves. It wasn't an easy path, but their determination helped them make history.

ASK Students

Why do you think the colonists felt it was unfair to be taxed by Great Britain when they didn't have any say in the decisions? How did the nickname "Yankee Doodle," which was meant as an insult, transform into a symbol of pride and courage for the colonists? What do you think this change tells us about their determination and their fight for freedom?

TELL Students 🚳 🔑

The colonists were proud to be called "Yankee Doodles" because they didn't let the British soldiers' teasing get to them. Instead, they turned the nickname into a symbol of bravery and strength. This showed their **patriotism**—a deep love for their country and the belief that they should work together to protect what is fair and right for everyone. Remember, after the French and Indian War, Great Britain needed money to pay for the war and expected the colonists to help cover the costs. To do this, they created the **Stamp Act**, which added a tax to paper items like newspapers, playing cards, and legal documents. A **tax** is extra money people must pay to the government. For example, if a toy costs \$5 and the government adds a \$1 tax, you would have to pay \$6. Under the Stamp Act, the colonists had to buy special stamps to show they had paid the tax on everyday items like newspapers and playing cards. [**Reference Stamp Image**] The colonists were very upset about this tax because they didn't have a voice in the British government, called **Parliament**, and felt it was unfair to pay money without being able to help make the decision. This sense of unfairness made them even more determined to fight for their freedom.

TELL Students (continued)

The Stamp Act was one of the first steps on the road to independence, as the colonists realized they needed to stand together to make their voices heard. This same determination is seen today in how we exercise our patriotism. While we may not face taxes like the colonists did, we still have the right to participate in decisions that affect us, whether through voting or working together for positive change. The ways we show our love for our country now—by standing for the flag, proudly flying the American flag, and putting our hands on our hearts when we recite the Pledge of Allegiance—is rooted in the values the colonists fought for.

ASK Students

Why do you think the colonists believed the Stamp Act was unfair? How do you think it brought the colonies closer together and helped unite them in their fight for freedom? Think about how the tax affected their daily lives and how not having a say in decisions made by Parliament made them feel powerless and frustrated. How might this shared sense of unfair treatment have motivated the colonies to work together toward a common goal? How do you think this unity in the face of unfairness shaped the future of the colonies and their push for independence?

TELL Students **P**

Remember, in our last class, we learned how the First Great Awakening helped bring the colonists together by uniting them through shared faith and beliefs. This sense of unity became even more important when the colonists faced the Stamp Act. The colonists felt it was unfair because they didn't have any representatives in Parliament to speak up for them or explain why the tax was unjust. Since they didn't have a say in the decisions, they believed it was wrong to pay taxes and follow laws they didn't help create. This frustration over being treated unfairly brought the colonies together, and they realized they had to unite in order to stand up for their rights. This shared sense of injustice led them to declare something powerful: "No taxation without representation!" This phrase meant they believed it was not fair to be taxed without having a voice in making the rules. It gave them a new reason to work together—fighting against unfair treatment and for the right to participate in their own government. This was the beginning of something much bigger: their journey toward becoming **independent**, or free to make their own decisions as a country.

TELL Students (continued)

Independence didn't happen overnight; it took many important events and the courage of many people working together to create the great nation we have today. The colonists' determination to fight for their rights and their desire to govern themselves marked the start of a long struggle for freedom that would ultimately shape the future of the United States. Let's now watch a Star Spangled Adventures cartoon to learn more about this exciting time in history!

WATCHO

Star Spangled Adventures Cartoon Ep. 38: Stamp Act Congress/Road to Revolution





TELL Students @ P

As we learned in our Star Spangled Adventures episode, the Stamp Act caused many problems in the colonies and played a key role in America's journey to independence. Remember, the Stamp Act was a law passed by Great Britain that required the colonists to pay taxes on things like newspapers, legal documents, and even playing cards. This angered the colonists because they had no say in the decisions made by the British government. Let's take a closer look at how the Stamp Act inspired leaders like Patrick Henry to stand up for freedom. Patrick Henry, one of America's Founding Fathers, stood in Virginia's representative government and delivered a powerful speech explaining why the Stamp Act was wrong. A representative government is a system where people elect leaders to speak and make decisions for them. [Reference Patrick Henry Image In Virginia's representative government, elected leaders like Patrick Henry spoke on behalf of the people of Virginia, representing their concerns and fighting for their rights. Remember, the Founding Fathers, such as Patrick Henry, George Washington, Thomas lefferson, Benjamin Franklin, and John Adams, were a group of extraordinary leaders who worked together to create the United States and fight for its independence from Great Britain. These leaders shared a strong vision of freedom. They believed people should have the right to make important decisions about their own lives—like deciding how much to pay in taxes and who should represent them. The Founding Fathers weren't just leaders—they were thinkers, writers, and brave individuals who stood up for what was right, even when it was dangerous. Their actions and ideas were critical in moving the colonies toward independence and laying the foundation for the United States of America. Without their courage and determination, the freedoms we enjoy today might not have been possible.

ASK Students

Why do you think Patrick Henry and other Founding Fathers felt it was so important to stand up against the Stamp Act, even though they knew it could be dangerous? What motivated them to take such a big risk? How do you think their actions, like Patrick Henry's speech and his call to resist the Stamp Act, helped inspire the colonies to unite and fight for their freedom? Consider how their bravery and determination might have influenced others in the colonies to join the fight for independence and demand the right to govern themselves. What impact do you think these leaders had on the future of the country?

TELL Students **P**

Leaders like Patrick Henry stood up against the Stamp Act because they believed it was unfair to follow rules and pay taxes without having a say in the decisions. They felt that Great Britain's actions were a form of **tyranny**—when a government acts like a bully and ignores the needs of its people. Patrick Henry's bold speech inspired others to see the Stamp Act not just as a tax, but as a threat to their freedom. During his speech, Patrick Henry showed he would boldly face opposition for his actions by crying, "If this be treason, make the most of it!" **Treason** means betraying your country or turning against it. His courageous words inspired many colonists to stand up against unfair treatment. Patrick Henry, along with other Founding Fathers, helped unite the colonies and strengthen their determination to fight for their freedom. Their bravery and clear vision laid the foundation for the United States of America—a country based on freedom and the idea of representative government, where people have a voice in the decisions that affect their lives.

ASK Students

Why do you think it was important for leaders like Patrick Henry to speak out against the Stamp Act? How does this relate to the idea of a representative government, where people elect leaders to make decisions on their behalf? Why do you think having the power to make decisions and having a say in laws and taxes is important for freedom—both in the past and today?

TELL Students

Leaders like Patrick Henry spoke out against the Stamp Act because they believed it was unfair to be taxed without having a say in the decisions that were being made. They felt as though they were being treated unfairly, like they had no control over their lives. This connects to the idea of **representative government**, where citizens elect leaders to make decisions on their behalf. In a representative government, people should have a voice in decisions that affect their daily lives, such as taxes and laws. The colonists fought for the freedom to make those decisions, and that fight for freedom is what led to their independence. Today, being able to choose our leaders and have a say in laws and taxes is still crucial to protecting our freedom. It ensures that our voices are heard, helping us live in a fair and just society.

ASK Students

Why do you think it's important for people to have a say in decisions that affect their lives, such as how much they pay in taxes or what rules they must follow? How do you think the colonists felt when Great Britain passed laws like the Stamp Act without asking for their opinions? Why do you think having a voice in these decisions would have been so important to them?

TELL Students

Because the colonists didn't have anyone in Parliament to speak for them, the Stamp Act made them feel that Great Britain was being unfair. Without representation, the colonists thought it was wrong to be taxed on things like paper and stamps when they had no say in making those laws. Patrick Henry's passionate speech inspired many to stand up for their rights, showing that they didn't have to accept unfair treatment. His words helped unite the colonies, making them more determined to fight for freedom. To take action, the colonies held the Stamp Act Congress in New York in 1765, where representatives from nine of the 13 colonies met. They wrote a statement saying that as British citizens, they should only be taxed if they agreed to it. Since they had no representatives in Parliament, they decided to ignore the Stamp Act. Groups like the Sons of Liberty were formed to fight the law, warning those selling the stamped paper not to do so or risk being seen as traitors. As a result, no stamped paper was ever sold in the colonies. Colonists marched through the streets shouting slogans like "Liberty, Property, and No Stamps!" and "Taxation without representation is tyranny!" These powerful phrases became rallying cries as the colonies united to stand up for their rights.

ASK Students

How do you think the unity and determination of the colonists helped them work together toward a common goal? Why did they choose to work together in the Stamp Act Congress and form groups like the Sons of Liberty instead of trying to act alone? How do you think their unity made a stronger impact on Great Britain's decisions?

TELL Students A

Please read the following passage with a neighbor to learn more. [Please print and distribute fifth grade text.]

The colonists worked together in the Stamp Act Congress and formed groups like the Sons of Liberty because they knew that they were stronger when united.

TELL Students (continued)

By combining their voices and efforts, they were able to show Great Britain just how serious they were about fighting against unfair laws like the Stamp Act. Working together made it harder for Britain to ignore their concerns and helped the colonists stay focused on their shared goal of fairness and freedom. Their unity gave them the strength to stand up to unfair treatment, which played an important role in their journey toward independence. One way the colonists resisted was through **protests**—united actions meant to show strong disagreement with something. For example, the Sons of Liberty organized peaceful protests to express their anger about "taxation without representation." However, not all of their actions were right. During the **Boston Tea Party** in 1773, some colonists-upset about a tax on tea-dressed as Native Americans and threw a shipment of British tea into the harbor. While they wanted to make a point, damaging property wasn't the right way to protest. By 1774, tensions between the colonies and Britain had increased. To punish Massachusetts for the Boston Tea Party and further limit the freedoms of all the colonies, the British Parliament passed harsh laws called the Coercive Acts, which the colonists called the Intolerable Acts. In response, the colonies decided to work together again. They held a meeting in Philadelphia called the First Continental Congress. Unlike the Stamp Act Congress, 12 of the 13 colonies sent representatives to discuss how they could stand up to Britain and protect their rights. This collaboration united the colonies even more and set the stage for their fight for independence.

ASK Students

Why do you think the colonists decided to work together in the First Continental Congress instead of trying to solve their problems with Britain alone? What do you think they realized about the strength of teamwork in the fight for fairness and freedom?

TELL Students A

The colonies decided to work together at the First Continental Congress because they understood the power of unity. By joining forces, they could create stronger plans and make their voices heard more clearly. They realized that by acting together, they could make it much harder for Britain to ignore their demands. This also sent a strong message to Great Britain: the colonies were serious about fighting for their rights and freedom. If the colonies had acted alone, their impact would have been much smaller.

TELL Students (continued)

They knew they needed each other to create real change. Eventually, they took important steps to address their concerns. They sent a petition, called the Olive Branch Petition, to King George III, asking him to stop the unfair laws and grant them the rights they deserved as British citizens. A petition is a formal written request asking for something important to be changed or fixed. The petition showed that the colonies still hoped to settle their differences peacefully. They also wrote the Declaration of Rights and Grievances, making it clear they wanted no taxation without representation in Parliament. While they hoped these actions would convince Britain to treat them fairly, they also knew Britain might not listen. So, the colonies prepared for the possibility of further conflict by organizing local militias, or citizen armies. Patrick Henry's famous speech, "Give me liberty, or give me death!" inspired the colonists to be ready to fight for their freedom if needed. Their unity and determination to fight for fair treatment, while also preparing to defend their rights, showed how committed they were to achieving independence.

ASK Students

Why do you think Patrick Henry's passionate speech inspired the colonists to stand up so strongly against Great Britain? How do you think his words, along with the formation of militias, demonstrated the colonies' commitment to fighting for their rights and freedom?

TELL Students @ P

The colonists were not looking for a fight; they simply wanted to be treated fairly. However, the colonies also knew that Great Britain might not listen, so they prepared for the possibility of defending themselves. This combination of trying to make peace and while at the same time preparing for war demonstrated their serious commitment to protecting their rights and freedom. Their preparations became crucial on April 19, 1775, when British soldiers marched from Boston to Lexington to capture colonial leaders and seize weapons the colonists had stored. A group of colonists, known as the Minutemen, quickly gathered to stop them. The **Minutemen** were everyday people—farmers, shopkeepers, and blacksmiths—who had trained to fight at a moment's notice.

TELL Students (continued)

When the two sides met on Lexington Green, no one knows who fired the first shot, but this moment became known as "the shot heard 'round the world." [Reference Revolutionary War Image] It marked the beginning of the Revolutionary War, a conflict that changed the course of American history. The Revolutionary War, which lasted from 1775 to 1783, was the fight between the colonies and Great Britain for independence. The war included many battles and showed great courage and sacrifice from the colonists. In the end, the colonies won their freedom and became the United States of America. This victory was a turning point in history, as it led to the creation of a new nation where people had the power to make their own decisions through self-government. Self-government means that people have the authority to create their own rules and make decisions for themselves, instead of being controlled by a king or another country. In the United States, self-government allows citizens to choose leaders who represent their needs and speak for them.

ASK Students

Why do you think the colonists were willing to endure a long and challenging war to gain self-government and independence from Great Britain? What do you think the freedom to make their own decisions, like choosing leaders and creating laws, meant to the colonists? Why was this freedom so important to them, even though it meant facing hardships and making significant sacrifices? What does this tell you about the value they placed on having control over their future?

TELL Students @ P

The colonists were willing to fight a long and difficult war because they believed that freedom and self-government were worth the struggle. They wanted to create a country where they could make their own decisions, pass fair laws, and choose leaders who understood their needs. Their bravery and determination showed how much they valued independence. As the conflict with Great Britain grew, the colonists knew they needed to make a bold decision. In May 1775, they held the Second Continental Congress in Philadelphia, where they decided to create the **Continental Army**, a united military force made up of soldiers from all the colonies, and they chose George Washington to lead it. [Reference George Washington Image] This was a crucial step toward organizing for war. At the same time, the colonies were moving closer to independence. Five important Founding Fathers, including Thomas Jefferson, were chosen to write the Declaration of Independence.

TELL Students (continued)

The **Declaration of Independence** is a document that officially announced the colonies' freedom from Britain. Adopted on July 4, 1776, it explained why the colonies were breaking away and declared that all people have the right to life, liberty, and the pursuit of happiness. This declaration marked the birth of a new nation built on freedom and fairness. July 4th is celebrated each year to honor that moment. To **honor** means to show great respect for something or someone. Independence Day reminds us of the courage and commitment of those who fought for the rights and freedom we still value today. Let's watch another exciting Learn More with Liberty to learn more!

WATCH •

Learn More with Liberty: From Taxation to Independence: ---->
The Stamp Act and the Fight for Freedom

ASK Students

Why do you think the colonies felt it was necessary to create the Continental Army and write the Declaration of Independence during the Second Continental Congress? How do these decisions show their deep commitment to fighting for freedom, fairness, and self-government? Consider how the creation of the army helped them prepare for battle and how the Declaration made their intentions clear to Great Britain. How do these actions demonstrate the colonies' determination to stand up for their rights and fight for independence, even when they knew the struggle would be difficult?

TELL Students

Please read the following passage independently to learn more.

The colonies created the Continental Army and wrote the Declaration of Independence during the Second Continental Congress because they realized they needed to take bold and united steps to protect their freedom and secure their rights.

TELL Students (continued)

By forming the Continental Army, led by George Washington, the colonies came together to defend themselves against Britain's powerful military. Writing the Declaration of Independence was a powerful statement to the world, declaring that the colonies were breaking free from British control to form a new nation. It stated that everyone deserves freedom, fairness, and a voice in how they are governed. These decisions were not made easily. The colonists had already tried peaceful ways to solve their problems, like petitions and protests, but Britain ignored their requests. The challenges they faced, like the Stamp Act, the Boston Tea Party, and the Coercive Acts, only made them more determined to fight for their rights. By 1776, they realized they had to unite fully to fight for their independence. This courageous effort sparked a revolution that brought together millions of people from different colonies, all working toward a common goal: a new nation built on freedom and the right to self-government.

ASK Students

How does understanding the colonists' struggle for independence help us appreciate the freedoms we have today?

TELL Students

The colonists chose to create the Continental Army and write the Declaration of Independence because they realized that peaceful methods alone were not enough to secure their rights and freedom. They had tried petitions and protests, but Britain ignored their efforts. By taking bold action, they showed their commitment to standing up for what they believed in. Their decision to unite and fight for their freedom was a demonstration of their belief in fairness and self-government. The colonists knew that their ability to make decisions for themselves and protect their rights was worth the struggle, even if it meant facing great challenges. And today, we enjoy freedoms such as choosing our leaders, having access to education, and speaking our minds—all of which are a direct result of the sacrifices made by those who fought for independence. Understanding our country's history and the struggles that helped shape it can help us appreciate these freedoms. It reminds us that the freedoms we have today must be protected and valued, as they are what make our nation strong, fair, and free. We can all show patriotism by respecting and protecting these freedoms, just like the colonists did when they fought for their rights.



Objective

Fifth grade students will write a feature newspaper article personifying a historical figure from the American Revolutionary era. They will demonstrate an understanding of the figure's role in the Revolutionary War while creatively using personification to bring that person to life in the article.

Materials Needed

- Paper and pens/pencils
- Laptops or tablets for research (if needed)
- Markers, colored pens, and other materials for designing the newspaper feature (optional)
- Examples of newspaper feature articles (can be printed or digital)
- A list of Founding Fathers and historical figures (e.g., Patrick Henry, George Washington, Thomas Jefferson, Benjamin Franklin, etc.)
- Definitions of personification and key vocabulary related to the Revolution (provided)

Lesson Steps

Step 1: Introduction

- **Hook:** Start with a brief class discussion on what a "feature article" is. Explain that feature articles are human-interest pieces written to capture a person's story, qualities, or special contributions. They often focus on humanizing the subject and are more descriptive than regular news articles.
- Explain Personification: Introduce the literary device personification, defining it as when human characteristics are given to non-human subjects. Provide examples like, "The wind whispered in the trees" or "The flames danced in the fire."
- **Model:** Show an example of personifying a Founding Father. For example: "George Washington, standing tall at the head of the Continental Army, felt the weight of the nation's future resting on his shoulders. His determination was a beacon to those around him, a light that refused to fade even in the darkest hours."

Step 2: Choose a Historical Figure

- Provide students with a list of key figures from the American Revolution, such as:
 - George Washington
 - Patrick Henry
 - Thomas Jefferson
 - o Benjamin Franklin





- o John Adams
- Abigail Adams
- o James Madison
- Allow students to choose one person they will write about. They can choose a Founding Father or another notable figure from the Revolutionary era. Each student will write a feature article on their chosen person.

Step 3: Research & Brainstorming

- **Research**: Give students time to research their chosen figure, focusing on important moments or qualities that defined them (e.g., their leadership, contributions, speeches, etc.). Students can use textbooks, class notes, or online resources.
- **Brainstorming**: Ask students to brainstorm what qualities their chosen person possessed that can be personified. For example, they might personify "freedom" with Patrick Henry, or "determination" with George Washington.
- Have students list key events or qualities that can be used in their article.

Step 4: Writing the Feature Article

- Write the Article: Using the information they gathered, students will write a feature article as if they are reporters writing for a historical newspaper. The article should:
 - Start with a catchy headline.
 - Use personification to bring the historical figure to life.
 - o Include at least one example of the figure's contributions or actions in a personified way (e.g., "Patrick Henry's words marched like a battalion into the hearts of the colonists.")
 - o Discuss the figure's importance to the cause of independence.
- Format: The feature article should include:
 - A title/headline
 - A brief introduction
 - o Descriptions of the figure's actions, using personification
 - o A conclusion summarizing their impact on the American Revolution
- Students will be encouraged to get creative, using color or drawings (e.g., sketches of their figure) to accompany the article, or they can format it like a newspaper article with columns and pictures.

Step 5: Share and Reflect

• **Sharing:** After completing the articles, students will share their newspaper features with the class. Each student will read their article aloud, explaining how they used personification to describe the historical figure.





- **Reflection**: After each reading, ask the class questions like:
 - What personified qualities did the writer choose, and why?
 - How does personifying a historical figure help us understand them better?
 - Why is it important to learn about these figures and the history of our country?

Step 6: Closure

- Wrap up the lesson by asking students: "How can we show patriotism today, just like the people we learned about in our feature articles? Why is it important to appreciate the freedom and rights we have now?"
- Discuss how understanding history, like the sacrifices made by those during the Revolution, helps us protect and value the freedoms we enjoy today.

Assessment

- **Formative**: Observe students during brainstorming and writing to ensure they understand personification and the historical context.
- **Summative**: Please use the grading rubric provided in the next section.



Personifying Patriots Grading Rubric

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Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content Accuracy	The article includes accurate, detailed information about the chosen figure and their contributions during the American Revolution.	The article includes mostly accurate information, with a few minor errors.	The article has some inaccuracies or missing key details about the figure.	The article has major inaccuracies or lacks key details.
Use of Personification	The article effectively personifies the chosen figure, using vivid, creative language to bring the historical figure to life.	The article personifies the chosen figure with some creative language, but it may lack depth.	The article attempts personification but with limited or unclear use of language.	The article does not use personification or uses it incorrectly.
Organization	The article is well- organized with a clear introduction, body, and conclusion. Ideas flow logically and smoothly.	The article has a clear structure, but some transitions may be unclear.	The article is somewhat disorganized or lacks clear structure in some parts.	The article is poorly organized, making it difficult to follow.
Creativity	The article is highly creative, bringing a fresh perspective and unique details to the historical figure.	The article shows creativity, offering some new insights or interesting details.	The article shows minimal creativity, relying mostly on basic facts without adding much new insight.	The article lacks creativity, with little effort to go beyond basic information.
Writing Mechanics	The article is free of grammar, spelling, and punctuation errors.	The article has a few grammar, spelling, or punctuation errors but does not affect readability.	The article has several grammar, spelling, or punctuation errors that make it harder to read.	The article has numerous grammar, spelling, or punctuation errors that hinder understanding.
Engagement	The article is highly engaging, drawing the reader in with an interesting and dynamic presentation of the historical figure.	The article is engaging and keeps the reader's attention most of the time.	The article is somewhat engaging, but it could benefit from more dynamic language or ideas.	The article is dull or lacks elements that draw the reader in.



Personifying Patriots Grading Rubric

NAME:	DATE:	
Total Score:	_/24	
(Score each section from 1-4	then total the points)	

Grading Scale:

- 21-24 Points: Excellent understanding, creativity, and presentation. Exceptional teamwork.
- **16-20 Points:** Good understanding, creativity, and teamwork with room for improvement in delivery or content.
- 11-15 Points: Satisfactory understanding but needs improvement in one or more areas, such as content depth or presentation.
- **6-10 Points:** Needs significant improvement in understanding, teamwork, and delivery.



NAME:	DATE:
Vocabulary:	
1. Synonym - A word that me	eans the same or almost the same as another word.
2. Antonym - A word that me	ans the opposite of another word.
3. Alliteration - When words	close together begin with the same sound.
4. Hyperbole - An exaggerat	ed statement that is not meant to be taken literally.
5. Personification - When hu	uman qualities are given to something that is not human.
Section 1: Synonyms and An	otonyms
Part A: Write a synonym and a	an antonym for the word freedom .
• Synonym:	
Antonym:	
Part B: Can you think of another	er word that is a synonym or antonym for freedom ?
Synonym/Antonym:	
Section 2: Alliteration and H	lyperbole
	alliteration and hyperbole below.
• Alliteration Example: Fre	edom fuels fairness.
Hyperbole Example: Free	edom is so powerful, it can move mountains!
Now, create your own alliterat below.	tion and hyperbole for the word freedom. Write them in the spaces
Alliteration:	
Hyperbole:	

~ ··	Ο.	D	• ••	. •
Section	3:	Persor	nitic	atıon

Part A: Read these examples of personification:

- "Freedom stretched out its arms, inviting everyone to come and experience life without fear."
- "Liberty danced through the streets, cheering on the people who embraced their right to vote."

Part B: Now, create your own personification for freedom. Imagine freedom was a person. Write a sentence describing what freedom would do or how it would act. Section 4: Connecting Literary Devices to History Part A: Why do you think the colonists believed freedom was essential to their lives? Part B: How do literary devices like alliteration, hyperbole, and personification help us understand the importance of freedom to the colonists? Section 5: Comprehension Questions Part A: What was the Stamp Act and how did it affect the colonists? Part B: How did Patrick Henry's speech "Give me liberty, or give me death!" help unite the colonists?

	axation without representation" mean, and why was it important to
he colonists?	
	* ^ * ^ * X * /
Section 6: Reflection	
Part A: How do you think the color	nists' fight for freedom, like their opposition to the Stamp Act,
connects to the freedoms we have t	
Part B: What do you think it means	s to have the right to self-governance? How does this affect your
daily life today?	

Bonus Question:			
Part A: Imagine you are a colonist during the time of the Stamp Act. Write a short letter to King			
George III explaining why you think the Stamp Act is unfair. Use at least one literary device from			
today's lesson in your letter.			
-			
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-			
-			
-			



Section 1:

Synonym for freedom: independence, liberty, choice.

Antonym for freedom: slavery, restriction, control.

Section 2:

Alliteration Example: Answer will vary. Hyperbole Example: Answer will vary.

Section 3:

Possible personification examples:

"Freedom ran through the streets, encouraging people to speak their minds."

"Liberty wrapped its arms around the people, offering them comfort and safety."

Section 4:

The colonists believed freedom was essential to their lives because it gave them control over their decisions, the ability to shape their futures, and the right to live without unfair control by a distant government.

Literary devices help us understand the importance of freedom because they make ideas more vivid and powerful, making it easier to grasp the deep value the colonists placed on freedom.

Section 5:

The Stamp Act was a tax on paper goods like newspapers and legal documents, which upset the colonists because they didn't have a say in the British government's decisions.

Patrick Henry's speech inspired the colonists to unite and resist British control, making them more determined to fight.

"No taxation without representation" meant that the colonists believed it was unfair to be taxed without having a voice in the decisions that affected their lives.

Section 6:

The colonists' fight for freedom laid the foundation for the freedoms we have today, such as the right to vote and be heard in government.

Self-governance means having the power to make decisions about your own life, which is important because it gives you control over your future and ensures that your rights are respected.



Student Text

The colonists worked together in the Stamp Act Congress and formed groups like the Sons of Liberty because they knew that they were stronger when united. By combining their voices and efforts, they were able to show Great Britain just how serious they were about fighting against unfair laws like the Stamp Act. Working together made it harder for Britain to ignore their concerns and helped the colonists stay focused on their shared goal of fairness and freedom. Their unity gave them the strength to stand up to unfair treatment, which played an important role in their journey toward independence. One way the colonists resisted was through protests actions meant to show strong disagreement with something. For example, the Sons of Liberty organized peaceful protests to express their anger about "taxation without representation." However, not all of their actions were right. During the Boston Tea Party in 1773, some colonists, upset about a tax on tea, dressed as Native Americans and threw a shipment of British tea into the harbor. While they wanted to make a point, damaging property wasn't the right way to protest. By 1774, tensions between the colonies and Britain had increased. To punish Massachusetts for the Boston Tea Party and limit the freedoms of all the colonies, the British Parliament passed harsh laws called the Coercive Acts, which the colonists called the Intolerable Acts. In response, the colonies decided to work together again. They held a meeting in Philadelphia called the First Continental Congress. Unlike the Stamp Act Congress, 12 of the 13 colonies sent representatives to discuss how they could stand up to Britain and protect their rights. This collaboration united the colonies even more and set the stage for their fight for independence.

The colonies created the Continental Army and wrote the Declaration of Independence during the Second Continental Congress because they realized they needed to take bold and united steps to protect their freedom and secure their rights. By forming the Continental Army, led by George Washington, the colonies came together to defend themselves against Britain's powerful military.



Student Text

Writing the Declaration of Independence was a powerful statement to the world, declaring that the colonies were breaking free from British control to form a new nation. It stated that everyone deserves freedom, fairness, and a voice in how they are governed.

These decisions were not made easily. The colonists had already tried peaceful ways to solve their problems, like petitions and protests, but Britain ignored their requests. The challenges they faced, like the Stamp Act, the Boston Tea Party, and the Coercive Acts, only made them more determined to fight for their rights. By 1776, they realized they had to unite fully to fight for their independence. This courageous effort sparked a revolution that brought together millions of people from different colonies, all working toward a common goal: a new nation built on freedom and the right to self-government.



Resources

- https://encyclopediavirginia.org/1658hpr-9260362296ba000/
- https://northcarolinagenealogy.org/statewide/stamp_act.htm
- https://www.si.edu/object/1p-stamp-act-1765-proof%3Anpm_0.022044.1
- https://www.loc.gov/resource/rbpe.34604500/
- https://constitutioncenter.org/blog/no-taxation-without-representation
- https://avalon.law.yale.edu/18th_century/patrick.asp
- https://www.battlefields.org/learn/revolutionary-war/battles/lexington-and-concord
- https://www.archives.gov/founding-docs/declaration-transcript

Images

Stamp



Credit: Canva Pro.

Patrick Henry



Credit: Wikipedia.

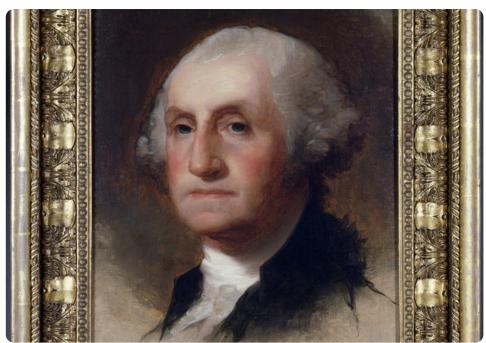
Images

Revolutionary War



Credit: Canva Pro.

George Washington



Credit: Canva Pro.

Notes
