

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
15	Lesson
24	Activity: The Path to Freedom: A TV Broadcast
27	Rubric: The Path to Freedom
29	Activity: Unity for Freedom: The Road to Independence
31	Assessment: The Road to Freedom: Fill in the Blanks
33	Answer Key: The Road to Freedom
35	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

- Demonstrate an understanding of the significance of the Stamp Act and its impact on the colonies.
- Identify and explain how the concept of freedom was central to the colonists' desire for independence.
- Compare the colonists' fight for freedom with the importance of freedom in their own lives today.
- Analyze how the creation of the Continental Army and the Declaration of Independence contributed to the colonies' efforts to gain independence.
- Describe how Patrick Henry's speech and his call to action inspired the colonies to take a stand against Great Britain.

Learning Objectives

Students will be able to

- Explain the importance of the "No taxation without representation" slogan and how it united the colonies in their fight for freedom.
- Examine the role of unity among the colonies and how cooperation through groups like the Sons of Liberty and the Stamp Act Congress led to collective action.
- Connect the events of the French and Indian War to the growing frustrations that led to the American Revolution.
- Evaluate the meaning and significance of the Declaration of Independence, understanding it as a declaration of freedom and a statement of self-government.



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.
- 0 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.
- 0 5 **Continental Army:** a group of men from all the colonies who fought against Britain during the Revolutionary War.
- 0 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.
- 0 9 **Founding Fathers:** the leaders who helped create the United States and fought for its independence.
- 1 0 **honor:** to show great respect for something or someone.
- 1 1 **hyperbole:** when you use an exaggerated statement to make something sound more exciting or important.
- 1 2 **independent:** free to make your own decisions.
- 1 3 **militias:** citizen armies.

Key Terms

- 1 4 **Minutemen:** a group of colonists, ordinary people—farmers, shopkeepers, and blacksmiths—who had trained to be ready to fight at a moment's notice.
- 1 5 **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.
- 1 6 **Parliament:** Britain's government.
- 1 7 **patriotism:** loving and being proud of your country.
- 1 8 **petition:** a formal written request asking for something important to be changed or fixed.
- 1 9 **protests:** actions taken to express strong disagreement with something.
- 2 0 **repealed:** canceled.
- 2 1 **representative government:** a system where people elect leaders to speak and make decisions on their behalf.
- 2 2 **revolution:** when people work together to make a big change, especially when they want to create a better government or way of life.
- 2 3 **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 4 **self-government:** a type of government in which people have the power to make their own rules and decisions.
- 2 5 **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.
- 2 6 **synonym:** a word that means the same, or almost the same, as another word.

Key Terms

- 2 7 **tax:** extra money people must pay to the government.
- 2 8 **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.
- 2 9 **treason:** betraying your country or turning your back on it.
- 3 0 **tyranny:** when a government acts like a bully and doesn't listen to the people.

Introduction

TELL Students 🔑

Let's begin by exploring 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 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.

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:

- "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. When we talk about freedom, it's not just a word—it's an idea that shaped the lives of the colonists. Synonyms like liberty and independence remind us how much freedom mattered to them, while hyperboles help us understand just how valuable it was. 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.

Introduction

ASK Students ✍

Can you and your neighbor come up with your own alliteration and hyperbole about freedom? Use examples to show what freedom, liberty, or independence means to you! For example:

- Alliteration: "Freedom fosters fairness" or "Liberty lights lives."
- Hyperbole: "Freedom is so powerful, it could light up the darkest night!"

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 🗣

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 do what you think is best for yourself, your family, and your community. For the colonists, freedom wasn't just about small decisions like what to eat or wear—it was as monumental (important) as deciding how to shape their future. Freedom for the colonists meant having a voice in the important things: making laws, deciding how much taxes they should pay, and having control over their lives instead of 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 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!

Introduction

ASK Students

Why do you think freedom was so important to the colonists? Consider how having the ability to make their own choices—like creating laws or deciding on taxes—gave them control over their own lives and allowed them to shape a better future. Why do you think having a say in these decisions made such a big difference for the colonists? Do you think it would be fair if rules were made for you without your input? How might that feel? Now think about today: Can you give an example of how freedom helps us in our daily lives, like choosing what to learn, where to live, or how to spend time with our families? How does that freedom shape the kind of future we can create for ourselves and others?

TELL Students 🔑

Freedom was important to the colonists because it gave them the power to make their own choices and shape their futures. They believed that having a voice in decisions, like creating laws or deciding how much money they should pay in taxes, was essential for building a better future for themselves, their families, and their communities. Without this ability, they felt powerless and controlled by a distant government that didn't understand their needs. Today, freedom helps us in many ways. It allows us to choose what to study in school, who our leaders will be, and how we spend time with our families and friends. These choices might seem small, but they give us the ability to plan for our future and pursue what is important to us. Freedom means having a say in what happens around us and the power to make decisions that affect our lives. For example, deciding what game to play at recess or helping decide what to have for dinner are simple ways we practice freedom every day. But long ago, the colonists didn't always have that freedom. They were part of something called a **colony**, which is a piece of land controlled by another country. In this case, the colonies were controlled by Great Britain. Imagine Great Britain as a parent and the colonies as grown-up children who had moved far away to start their own lives. Even though they were far apart, Great Britain still made all the important decisions, leaving the colonies without a voice in what affected them. When decisions were made about important things—like taxes or laws—the colonists didn't get to have a say. This lack of freedom caused frustration and disagreements. The colonists began to feel that they deserved the right to make more of their own choices, just as we value being able to make our own decisions today. They believed that without freedom, they couldn't truly live the lives they wanted or create the future they dreamed of. This growing desire for independence would eventually lead to a united fight for freedom.

Introduction

ASK Students

Why do you think the colonists felt it was unfair that Great Britain made decisions for them without letting them have a say? How do you think having the freedom to make their own choices would have changed their lives and helped them feel more in control of their future?

TELL Students 🗣️

The colonists felt it was unfair that Great Britain made decisions about important parts of their lives without letting them have a say. These decisions directly affected their daily lives, such as how much money they had to pay or which rules they had to follow. Imagine if someone else decided all the rules—rules about what you could do or how much you had to give—without ever asking your opinion. Would that be fair? The colonists didn't think so, especially since they lived so far from Great Britain, across the wide Atlantic Ocean. They believed it was only fair that they have the right to speak up and help decide what affected their lives. For the colonists, this wasn't just about fairness—it was about having the freedom to shape their future. They felt it was wrong to follow rules they didn't help create. But Great Britain wasn't the only country interested in North America. France also wanted land there, which led to a big fight over land and power called the French and Indian War. The **French and Indian War** was a conflict between Great Britain and France over land in North America, where many Native American tribes became involved. Some Native American tribes supported the French, while others sided with the British. The colonists also joined the war on Great Britain's side, showing loyalty to their home country at the time. However, this loyalty and the outcome of the war would eventually lead to new tensions between Britain and the colonies.

ASK Students

How do you think the colonists felt when Great Britain made important decisions without letting them have a say? Why do you think having the freedom to help make those decisions was so important to them? Can you imagine how the colonists' loyalty to Great Britain during the French and Indian War might have made them feel even more frustrated when they weren't treated fairly afterward?

TELL Students 🗣️

During the war, British soldiers mockingly called the colonial soldiers "Yankee Doodles."

Introduction

TELL Students (continued)

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. 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.

ASK Students

Why do you think Great Britain believed it was fair to expect the colonies to help pay for the debt from the French and Indian War? How do you think the colonists felt about being taxed to cover the costs of a war they fought in but weren't allowed to have a say in deciding how to pay for it? Do you think the colonists had a right to be upset, and why?

TELL Students 🦋

Great Britain expected the colonies to help pay for the debt from the French and Indian War because the war had been fought partly to protect the colonies and to expand British land in America. From the British government's point of view, it seemed fair to ask the colonies to share in the costs since they had benefited from the war. However, the colonists felt very differently. They believed it was unfair to be taxed without having a say in how those taxes were decided or used. The colonists didn't have any representatives in **Parliament**—the British government—so they had no voice in these important decisions. This made them feel frustrated and powerless, as though they were being treated unfairly and ignored. The colonists believed strongly that they deserved freedom and the ability to govern themselves. This sense of unfairness united the colonists and strengthened their determination to stand up for their rights. Let's explore how this determination would continue to unite the colonies and push them closer to revolution. A **revolution** is when people work together to make a big change, especially when they want to create a better government or way of life. For the colonists, a revolution meant standing up against Great Britain to fight for their freedom and the right to govern themselves. It wasn't an easy journey, but their determination to create a fair nation inspired them to work together and make history.

Introduction

ASK Students

Why do you think the colonists felt it was unfair to be taxed by Great Britain when they didn't have a say in the decisions? How do you think being taxed without representation made the colonists feel, and why was it so important for them to fight for the right to govern themselves? How did the nickname "Yankee Doodle" transform from an insult to a symbol of pride and courage for the colonists?

TELL Students

The colonists were proud to be called "Yankee Doodles" because they didn't let the British soldiers' teasing bring them down. Instead, they turned the name into a symbol of bravery and strength. This showed their **patriotism**—a love for their country and the belief that they should work together to protect what is fair and right for everyone. By standing up for themselves, they showed how determined they were to protect their freedoms and beliefs. But their fight for fairness didn't end there. After the French and Indian War, Great Britain needed money to pay for the war, and they 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 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 Parliament and felt it was unfair to pay money without being able to help make the decisions. This feeling of unfairness made the colonists even more determined to fight for their freedom. 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.

ASK Students

Why do you think the colonists believed the Stamp Act was unfair, and how do you think it helped unite them and bring them closer to fighting for their freedom? Consider how the tax affected their everyday lives and why having no say in decisions made by Parliament made the colonists feel frustrated and powerless. How might this shared sense of unfair treatment have encouraged the colonies to work together for a common goal?

Introduction

TELL Students 🔑

Remember, in our last class, we learned how the First Great Awakening brought 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. They thought it was unfair because they had no representatives in Parliament to speak up for them or explain why the tax was unjust. Since they didn't have a say in these decisions, the colonists felt it was wrong to pay taxes and follow rules they didn't help create. This frustration over being treated unfairly brought the colonies together, and they realized they needed to unite in order to stand up for their rights. This growing sense of injustice led the colonists to declare something powerful: "No taxation without representation!" This phrase meant they believed it wasn't fair to pay taxes if they didn't have a voice in making the rules. This idea gave them a new reason to work together—fighting against unfair treatment and for the right to have a say in their government. It was the beginning of something much bigger: their journey toward becoming **independent**, or free to make their own decisions as a country. Independence didn't happen all at once. 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 stand up for their rights and their desire to govern themselves marked the beginning of a fight for freedom that would shape the future of the United States. Now, let's watch a Star Spangled Adventures cartoon to learn more about this exciting time in history!

WATCH 📺

Star Spangled Adventures Cartoon Ep. 38:
[Stamp Act Congress/Road to Revolution](#)



Lesson

TELL Students 📷🔑

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 made the colonists pay taxes on things like newspapers, legal documents, and even playing cards. This angered the colonists, as 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 gave 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]** Remember, the **Founding Fathers** were a group of extraordinary leaders who worked together to create the United States and gain its independence from Great Britain. These men—such as Patrick Henry, George Washington, Thomas Jefferson, Benjamin Franklin, and John Adams—had a strong vision of freedom. They believed people should have the power to make decisions about their lives, such as deciding how much they should pay in taxes and who should represent them. The Founding Fathers played essential roles in writing important documents, like the Declaration of Independence and the Constitution, and in making decisions that shaped the future of the nation. They were not just leaders—they were also 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 setting the foundation for the United States as we know it today.

ASK Students

Why do you think Patrick Henry and other Founding Fathers believed it was so important to stand up against the Stamp Act, even though it was risky? How did their actions help inspire the colonies to fight for their freedom?

TELL Students 🔑

Leaders like Patrick Henry were willing to stand up against the Stamp Act because they believed it was unfair to follow rules and pay taxes without having a say in the decisions.

Lesson

TELL Students (continued)

They felt that Great Britain's actions showed **tyranny**—a government acting like a bully and ignoring the needs of the 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 encouraged many colonists to take a stand against unfair treatment. Along with the leadership of other Founding Fathers, Patrick Henry's actions united the colonies and strengthened their determination to fight for freedom. The bravery and vision of these leaders helped lay the foundation for the United States of America, a nation built on freedom and representative government.

ASK Students

Why do you think it was so important for leaders like Patrick Henry to speak out against the Stamp Act, especially since they didn't have a say in the decisions made by Great Britain? How does this connect to the idea of a representative government, where people have the power to elect leaders to speak and make decisions for them? How do you think being able to make decisions and have a say in laws and taxes is important for freedom 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. They felt like they were being treated unfairly, almost like they had no power over their own lives. This connects to the idea of representative government, where people elect leaders to speak for them and make decisions that affect them. In a representative government, citizens have a voice in the decisions that impact their everyday lives, like taxes and laws. The colonists wanted the freedom to make those decisions, and that's why they fought for it. Today, being able to choose our leaders and have a say in laws and taxes is still important for protecting our freedom. It helps us make sure that our needs and opinions are heard and that we live in a fair society.

Lesson

ASK Students

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

TELL Students

The Stamp Act made the colonists feel that Great Britain was being unfair because they didn't have anyone in Parliament to speak for them. 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 City 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 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 and shouted slogans like "Liberty, Property, and No Stamps!" and "Taxation without representation is tyranny!" These phrases became rallying cries as the colonies united to fight for their rights.

ASK Students

Why do you think the colonists chose to work together in the Stamp Act Congress and form groups like the Sons of Liberty to stand up against the Stamp Act, rather than trying to act alone? How do you think joining forces helped them show Great Britain that they were united and serious about fighting for fairness and freedom? What do you think might have been more difficult to accomplish if they hadn't worked together as a team? How do you think their unity made a stronger impact on Great Britain's decisions?

TELL Students 🗝️

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

Lesson

TELL Students (continued)

*The colonists worked together in the Stamp Act Congress and formed groups like the Sons of Liberty because they knew they were stronger when united. By combining their voices and efforts, they could show Great Britain how serious they were about fighting against unfair laws like the Stamp Act. Working as a team 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 eventually played an important role in leading them toward independence. One way the colonists resisted was through **protests**—actions taken to express strong disagreement with something. For example, the Sons of Liberty organized peaceful protests to show their anger about “taxation without representation.” But not all of their actions were right. For instance, during the **Boston Tea Party** in 1773, some colonists, angry about a tax on tea, dressed as Native Americans and threw an entire shipment of British tea into the harbor. Even though they wanted to make a point, damaging property was not the right way to protest. By 1774, the problems between the colonies and Britain had gotten worse. To punish Massachusetts for the Boston Tea Party and to limit the freedoms of all the colonies, the British Parliament passed harsh laws known as 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, this time 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 on their own? How do you think their teamwork helped them stand up for their rights and get closer to achieving independence?

TELL Students

The colonies decided to work together at the First Continental Congress because they knew they would be stronger as a team than if they acted alone. By uniting their voices, the colonies could create more effective plans to stand up to Britain and protect their rights. They understood that working together would make it harder for Britain to ignore their demands. It also showed Britain that the colonies were serious and determined to fight for fair treatment and freedom.

Lesson

TELL Students 🔑

Acting alone would not have had the same impact, and the colonies realized they needed each other to make a difference. Eventually, the colonies decided to take action. They sent a petition, called the Olive Branch Petition, to King George III. A **petition** is a formal written request asking for something important to be changed or fixed. This petition begged the king to stop the unfair laws created by Parliament, Britain's government, and to give the colonists the rights they deserved as British citizens. The colonies also wrote a Declaration of Rights and Grievances, which explained that they wanted no taxation without representation in Parliament. They hoped these efforts would fix their problems and allow them to remain friends with Great Britain. However, the colonies also understood that Britain might not listen to their requests. To prepare for this possibility, they told each colony to form local **militias**, or citizen armies, to be ready for any battles that might come. In Virginia, Patrick Henry gave a powerful speech to inspire the colonists, declaring, "Give me liberty, or give me death!" This showed how determined the colonies were to fight for their freedom if necessary. They were united in their desire for fair treatment but also prepared to defend their rights and independence if Great Britain refused to change. Let's watch an exciting Learn More with Liberty to learn more!

WATCH 🎥

Learn More with Liberty:

Patrick Henry and the Stamp Act: Standing Up for Freedom



ASK Students

Why do you think Patrick Henry's passionate speech against the Stamp Act made the colonists feel so strongly about standing up to Great Britain? How do you think his words, along with the efforts of the colonies to send the Olive Branch Petition and form militias, showed their determination to fight for their rights and freedom?

Lesson

TELL Students

The colonies sent the Olive Branch Petition to King George III because they wanted to solve their problems peacefully at first. By explaining their concerns and asking for fair treatment, they hoped to stay friendly with Great Britain and avoid war. This showed that the colonists weren't looking for a fight—they just wanted to be treated fairly. However, the colonies also understood that Great Britain might not listen, so they prepared for the possibility of needing to defend themselves. This combination of peaceful efforts and readiness to act showed how serious they were about protecting their rights and freedom.

On April 19, 1775, British soldiers marched from Boston to the town of Lexington to capture important colonial leaders and take weapons that the colonists had stored. A group of colonists, known as the **Minutemen**, quickly gathered to stop them. The Minutemen were regular people—farmers, shopkeepers, and blacksmiths—who trained to fight at a moment's notice. When the two sides met on the Lexington Green, a shot was fired and this moment became known as “the shot heard 'round the world.” **[Reference Lexington Green Image]** It marked the start of the **Revolutionary War**, a war that changed history and inspired other countries to fight for their freedom as well. The Revolutionary War was the struggle between the colonies and Great Britain for independence. The war lasted from 1775 to 1783, involving many battles and brave sacrifices. In the end, the colonies won their freedom, becoming the United States of America. This victory was a major turning point in history because 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 power to create their own rules and make decisions, instead of being controlled by a king or faraway country. In the United States, self-government allows people to choose leaders who represent their needs and speak for them.

ASK Students

Why do you think the colonists decided to send the Olive Branch Petition to King George III, and how did their willingness to try a peaceful solution show their desire for fairness? What do you think their preparations to defend themselves showed about their determination to protect their rights and freedom?

TELL Students

The colonists first tried to solve their problems with Great Britain peacefully.

Lesson

TELL Students (continued)

They wanted to show they weren't looking for a fight—they just wanted fairness and the right to make decisions that affected their lives. However, they also knew that Great Britain might not listen, so they prepared to defend themselves if needed. This combination of trying for peace and getting ready for battle showed how committed they were to protecting their rights and freedom. The first shot at Lexington, known as “the shot heard 'round the world,” was a key moment because it marked the beginning of the Revolutionary War. It proved that the colonies were serious about standing up to Great Britain and defending their freedom. The colonists understood that peaceful efforts and preparing for battle were both necessary to protect their rights. They wanted to govern themselves, make their own laws, and not be controlled by a government that was far away. Their struggle for freedom didn't happen all at once. Events like the Stamp Act, which forced them to pay taxes without a voice in Parliament, made them feel increasingly frustrated. Over time, the colonists became more united and determined to fight for their rights. The battle at Lexington marked the beginning of their long journey toward independence, inspiring others around the world to fight for their own freedom.

ASK Students

Why do you think the colonists were willing to fight such a long and difficult war to gain self-government and independence from Great Britain? What do you think it meant for the colonists to have the freedom to make their own decisions, like choosing their leaders and making their own laws? Why do you think they felt this was so important, even though the war was hard and many sacrifices had to be made?

TELL Students

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**, which was a united military force made up of soldiers from all the colonies, and they chose George Washington to lead it. **[Reference George Washington Image]**

Lesson

TELL Students (continued)

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. 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.

ASK Students

Why do you think the colonies decided to create the Continental Army and write the Declaration of Independence during the Second Continental Congress? How do you think these decisions showed their strong commitment to fighting for freedom, fairness, and their right to govern themselves? Think about how the creation of the army helped prepare them for battle and how the Declaration was a way of clearly showing that they were serious about becoming independent. How did these decisions demonstrate that the colonies were willing to do whatever it took to stand up for their rights?

TELL Students

The colonies decided to create the Continental Army and write the Declaration of Independence during the Second Continental Congress because they understood that they needed to take strong, united actions to protect their freedom and ensure their rights. The Continental Army, led by George Washington, helped unite the colonies as one force, ready to defend themselves against Britain's powerful military. Writing the Declaration of Independence was a bold statement to the world that the colonies were breaking away from British control and forming a new nation. It declared that everyone deserves freedom, fairness, and the right to have a say in how they are governed. These decisions weren't made lightly. The colonists had tried peaceful methods like petitions and protests, but Britain ignored their efforts. Events like the Stamp Act, the Boston Tea Party, and the Coercive Acts only made the colonists more determined to fight for their rights. By 1776, the colonies realized they had to unite completely and fight for their independence.

Lesson

TELL Students (continued)

Their bravery and determination sparked a revolution, bringing together many people from different colonies to create a new nation. This fight for freedom and self-government laid the foundation for the United States, a country built on the belief that everyone has the right to life, liberty, and the pursuit of happiness. Today, the freedoms we enjoy—like choosing our leaders, having access to education, and speaking our minds—are a direct result of the sacrifices made by the colonists long ago. Their struggle reminds us that these freedoms must be valued and protected, as they are what make our nation strong, fair, and free.



Objective

Fourth grade students will work in groups to create a make-believe TV broadcast where they report on the important steps to freedom leading up to the American Revolution, using hyperboles and other creative language to make the broadcast exciting and engaging.

Materials Needed

- Script template for each group (outlined below)
- Markers/pens
- Large sheet of paper or whiteboard to write scripts on
- Costume props (optional, like hats, scarves, or simple props to represent colonial items)

Instructions

1. Introduction to the Broadcast:

- Explain to the students that they will pretend they are reporters on a TV broadcast. Their goal is to explain the steps to freedom leading to the Declaration of Independence, using dramatic language and hyperbole (exaggeration) to make the news report exciting and engaging for their audience. They will need to discuss important events like the Stamp Act, the creation of the Continental Army, and the Declaration of Independence in a way that is memorable and fun.

2. Break into Groups:

- Divide the class into small groups (about 3–4 students per group). Each group will create a script for a short broadcast.

3. Steps to Freedom – What to Discuss:

- The Stamp Act – Discuss how the Stamp Act made the colonists feel angry and frustrated. Use hyperbole to exaggerate the unfairness they felt. (Example: "The Stamp Act was so unfair it was like having a mountain of taxes crash down on the colonies!").
- The Sons of Liberty & Protests – Talk about how colonists organized to resist the Stamp Act and other unfair taxes. Use exaggeration to show how much effort the colonists put into their protests. (Example: "The Sons of Liberty were so determined to stop the Stamp Act, they would have marched to the moon if it meant getting their message across!").





- The Continental Army – Discuss the formation of the Continental Army and the decision to stand up against Britain. Exaggerate the bravery and courage it took for the colonists to form the army. (Example: "George Washington and the Continental Army were ready to fight with more courage than a thousand lions!").
- The Declaration of Independence – Explain how the Declaration of Independence was written and why it was so important. Use hyperbole to emphasize the significance of declaring independence. (Example: "The Declaration of Independence was so powerful, it shook the Earth and sent shockwaves across the world!").
- The First Shots of the Revolutionary War – Describe the first battle at Lexington and the significance of the "shot heard 'round the world." (Example: "When the first shot was fired at Lexington, it was like the whole world trembled!").

4. **Creating the Script:**

- Have each group brainstorm their ideas and start creating their broadcast script. They should include:
 - A dramatic introduction (Introduce the "news team")
 - A summary of the key events (mentioned above)
 - Use of hyperboles in their descriptions
 - A conclusion or call to action (example: "And remember, without the brave actions of the colonists, we might still be under British rule today!").

5. **Performing the Broadcast**

- After the groups have written their scripts, they will present their broadcast to the class. Encourage them to act excited, dramatic, and over-the-top! They can use their bodies, facial expressions, and voices to enhance the broadcast.

6. **Debrief:**

- After each group has presented, have a class discussion on what the students learned about the steps to freedom. Ask:
 - What was the most surprising part of the broadcast?
 - How did using hyperbole make the events seem more important?
 - Why do you think the colonists were so motivated to fight for freedom?



The Path to Freedom: A TV Broadcast

Example of Hyperbole in a Script

- Reporter 1: "Welcome back to 'Colonial News at 5!' Tonight's top story: the Stamp Act! When Great Britain introduced the Stamp Act, it was like a tidal wave of taxes crashing down on the colonies, flooding their daily lives!"
- Reporter 2: "You're right! And when the Sons of Liberty got involved, they were so passionate, they could've lit up the whole sky with their fire for freedom! They were determined to stop the Stamp Act no matter what!"
- Reporter 3: "And let's not forget the formation of the Continental Army! They were so ready to fight, it was like they had the strength of a thousand superheroes combined!"
- Reporter 1: "Finally, the Declaration of Independence! This moment was so powerful, it sent a shockwave across the world, inspiring other countries to rise up for their freedom!"

By the end of this activity, students will have a fun, engaging, and memorable understanding of the important steps to freedom, while also learning how to use creative language like hyperbole to express ideas.

The Path to Freedom Rubric

NAME: _____ DATE: _____

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Creativity and Use of Hyperbole	The broadcast is highly creative and uses multiple hyperboles effectively. The exaggerations are clear, memorable, and add excitement.	The broadcast uses hyperbole creatively with some memorable exaggerations, but could include more or stronger ones.	The broadcast includes limited use of hyperbole. Some exaggerations are weak or unclear.	Hyperbole is missing or used incorrectly. The broadcast lacks excitement or creativity.
Understanding of Content	The group thoroughly explains the key events leading to independence (Stamp Act, Sons of Liberty, Continental Army, Declaration of Independence) with great detail and accuracy.	The group covers all key events, but some details are vague or unclear.	The group mentions key events but lacks sufficient detail or clarity in explaining them.	Key events are not fully explained or are misunderstood. Information is missing or incorrect.
Teamwork & Collaboration	All group members actively participate, sharing ideas and contributing to the script and performance equally.	Most group members participate and contribute, but some members could engage more.	Some members contribute, but others are passive or provide minimal input.	One or two members do all the work; other group members are disengaged or uncooperative.
Presentation Skills	The presentation is engaging, with all members speaking clearly and confidently. The delivery is dramatic, and students use their voices, facial expressions, and body language well.	The presentation is clear, with most members speaking confidently. Some expression is used, but could be more dramatic.	The presentation is somewhat clear, but lacks enthusiasm. Some members may speak softly or have limited expression.	The presentation is unclear or lacks enthusiasm. Many members have trouble speaking clearly or lack confidence.
Connection to Modern Freedom	The broadcast makes clear and thoughtful connections between the Stamp Act and current freedoms, helping students understand why these events matter today.	The broadcast makes some connection to modern freedom, but could be explained in more depth.	The broadcast attempts to connect the events to modern freedom, but the explanation is weak or unclear.	There is no connection to modern freedom, or the explanation is missing or incorrect.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Script Structure	The script is well-organized, flows smoothly, and includes all necessary components (introduction, key events, conclusion).	The script is mostly organized and includes most necessary components, but some transitions are weak.	The script is somewhat organized, but some sections are unclear or lack necessary information.	The script is poorly organized or lacks key components (e.g., introduction, key events, or conclusion).

Total Score: _____/24

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.



Unity for Freedom: The Road to Independence



Objective

Fourth grade students will examine how unity among the colonies, through groups like the Sons of Liberty and the Stamp Act Congress, led to collective action and helped push for independence.

Materials Needed

- Large paper or whiteboard
- Markers, crayons, or colored pencils
- Sticky notes or small pieces of paper
- Printed copies of key events (Stamp Act, Sons of Liberty actions, Stamp Act Congress)
- “Unity Tree” template or poster board

Activity Setup

1. Divide the class into small groups of 4–5 students.
2. Provide each group with a section of the “Unity Tree” template (a large poster board with branches labeled with events like the Stamp Act, Sons of Liberty, and Stamp Act Congress).
3. Give each group the printed key events of the Stamp Act and Sons of Liberty’s actions.

Instructions

1. **Introduction:** Introduce how unity played a key role in helping them take collective action. Explain that groups like the Sons of Liberty and the Stamp Act Congress were formed to unite the colonies in their efforts.
2. **Group Discussion:**
 - In their groups, students will read through the key events related to the Sons of Liberty and the Stamp Act Congress.
 - After reading, they will discuss and write down on sticky notes how each event helped unite the colonies and what actions they took together.
 - Encourage students to think about how working together made them stronger and why it was necessary for their independence.



Unity for Freedom: The Road to Independence



3. Collaborative Creation of the "Unity Tree":

- Groups will take turns coming to the board and sticking their ideas (from the sticky notes) on the branches of the "Unity Tree," connecting their examples to events like the Sons of Liberty's protests and the Stamp Act Congress.
- On each sticky note, students should write: "How did this action show unity?" and "What result did unity have for the colonies?"
- Students should draw connections between these actions and how they led to greater cooperation, such as how the Stamp Act Congress brought the colonies together to resist the Stamp Act.

4. Group Reflection and Presentations:

- After completing the Unity Tree, each group will present their branch (event) to the class, explaining:
- How unity helped the colonies resist unfair treatment.
- What actions they took together and what outcomes resulted.
- Why these collective actions were crucial for the colonies' eventual fight for independence.
- Encourage students to use their knowledge of unity and collective action to support their presentation.

5. Debrief and Wrap-up

- Conclude by discussing the importance of unity in the history of the United States, both in the past and today.
 - Ask students to reflect on how working together can lead to stronger, more effective action.

Follow-up Discussion Questions

- What would have happened if the colonies had not worked together?
- Why do you think it was so important for the colonies to form groups like the Sons of Liberty and hold meetings like the Stamp Act Congress?
- How can we apply the lesson of unity today when we need to solve problems together?

Assessment

- Observe group participation and discussion during the activity.
- Evaluate the students' presentations based on their understanding of how unity led to collective action.
- Check the "Unity Tree" for the inclusion of key concepts: unity, collective action, and the connection to the fight for independence.

Unity for Freedom: The Road to Independence

NAME: _____ DATE: _____

Instructions: Fill in the blanks using the words provided below. This will help you review the important events, people, and concepts related to the Stamp Act and the colonists' fight for freedom.

Word Bank

Declaration Life Continental Army Happiness Treason
Patrick Henry Liberty Second Independence Stamp Act Congress
Sons Fair Unfair Washington Taxes Parliament
Choice Doodle Representatives

The Road to Freedom

In 1765, the British government passed the _____ (1), which required the colonists to pay a tax on paper goods like newspapers, playing cards, and legal documents. The colonists did not have any _____ (2) in the British government, called _____ (3), to speak for them. This made them feel it was _____ (4) to pay taxes without having a say.

To fight back, the colonists formed a group called the _____ (5) of

Unity for Freedom: The Road to Independence

_____ (6), which organized protests against the tax. They also held a meeting called the _____ (7) _____ (8) in New York, where representatives from several colonies met to discuss how to resist the Stamp Act.

One of the key leaders during this time was _____ (9), who gave a powerful speech in Virginia calling for the colonies to stand up for their rights.

He warned against _____ (10), which means betraying one's country.

Despite these peaceful efforts, the colonists also formed the _____ (11) Army, a united military force made up of soldiers from all the colonies. This army was created in the

_____ (12) Continental Congress, held in 1775. The colonies were prepared to fight for their freedom and independence, as shown by the famous words of

_____ (13), "Give me liberty, or give me death!"

On July 4, 1776, the colonies officially declared their independence from Great Britain by adopting

the _____ (14) of _____ (15). This document stated that

everyone has the right to life, liberty, and the pursuit of _____ (16).

Answer Key: Unity for Freedom: The Road to Independence

In 1765, the British government passed the **Stamp Act**, which required the colonists to pay a tax on paper goods like newspapers, playing cards, and legal documents. The colonists did not have any **representatives** in the British government, called **Parliament**, to speak for them. This made them feel it was **unfair** to pay taxes without having a say.

To fight back, the colonists formed a group called the **Sons of Liberty**, which organized protests against the tax. They also held a meeting called the **Stamp Act Congress** in New York, where representatives from several colonies met to discuss how to resist the Stamp Act.

One of the key leaders during this time was **Patrick Henry**, who gave a powerful speech in Virginia calling for the colonies to stand up for their rights. He warned against **treason**, which means betraying one's country.

Despite these peaceful efforts, the colonists also formed the **Continental Army**, a united military force made up of soldiers from all the colonies. This army was created in the **Second Continental Congress**, held in 1775. The colonies were prepared to fight for their freedom and independence, as shown by the famous words of **Patrick Henry**, "Give me liberty, or give me death!"

On July 4, 1776, the colonies officially declared their independence from Great Britain by adopting the **Declaration of Independence**. This document stated that everyone has the right to life, liberty, and the pursuit of **happiness**.

Answer Key: Unity for Freedom: The Road to Independence

Answer Key:

1. Stamp Act
2. Representatives
3. Parliament
4. Unfair
5. Sons of Liberty
6. Stamp Act Congress
7. Patrick Henry
8. Treason
9. Continental Army
10. Second
11. Patrick Henry
12. Declaration of Independence
13. Happiness

Student Text

The colonists worked together in the Stamp Act Congress and formed groups like the Sons of Liberty because they knew they were stronger when united. By combining their voices and efforts, they could show Great Britain how serious they were about fighting against unfair laws like the Stamp Act. Working as a team 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 eventually played an important role in leading them toward independence. One way the colonists resisted Britain's unfairness was through **protests**—actions taken to express strong disagreement with something. For example, the Sons of Liberty organized peaceful protests to show their anger about “taxation without representation.” But not all of their actions were right. For instance, during the **Boston Tea Party** in 1773, some colonists—angry about a tax on tea—dressed as Native Americans and threw an entire shipment of British tea into the harbor. Even though they wanted to make a point, damaging property was not the right way to protest.

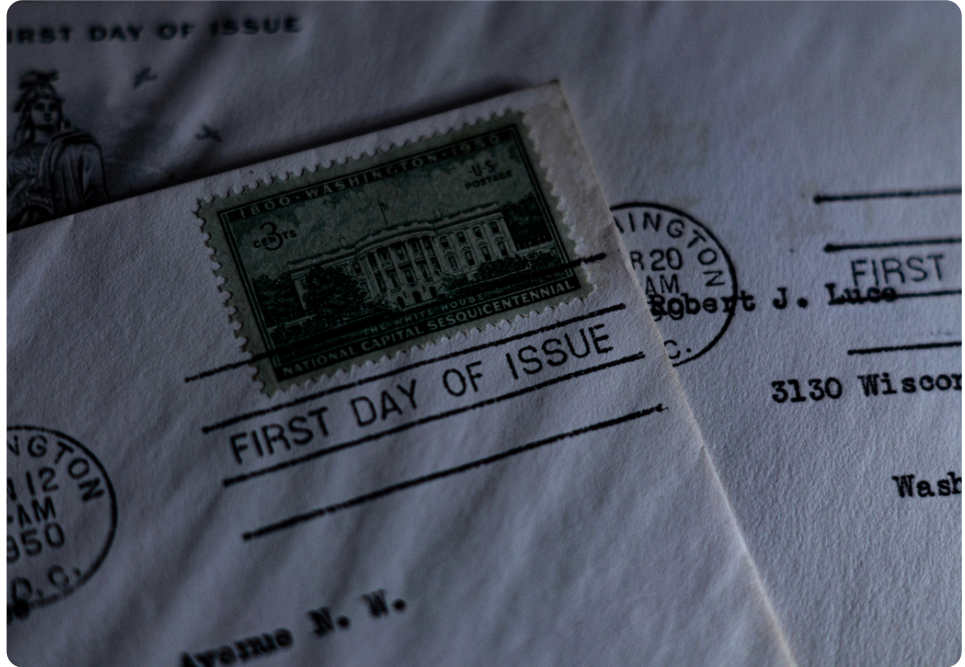
By 1774, the problems between the colonies and Britain had gotten worse. To punish Massachusetts for the Boston Tea Party and to limit the freedoms of all the colonies, the British Parliament passed harsh laws known as the Coercive Acts, which the colonists called the Intolerable Acts. In response, the colonies decided to work together again. They held a meeting in Philadelphia called the First Continental Congress. Unlike the Stamp Act Congress, this time 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.

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.

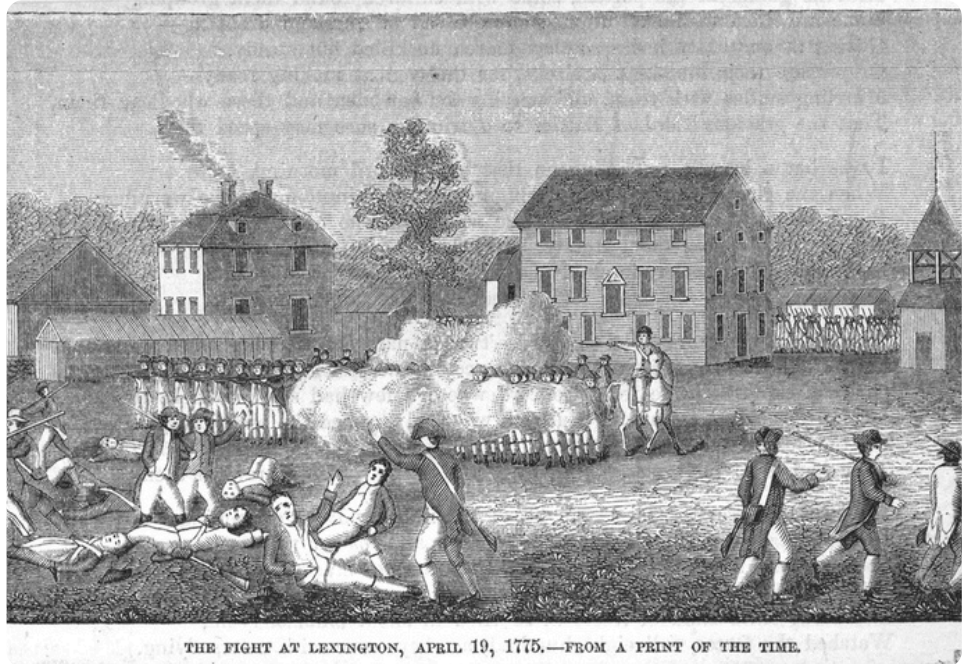
Patrick Henry



Credit: Wikipedia.

Images

Lexington Green



Credit: Canva Pro.

George Washington



Credit: Canva Pro.

Notes

[illegible]