

# 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
7	Introduction
12	Lesson
20	Activity: Exploring Yankee Doodle: A Song and Its History
22	Assessment: Multiple Choice Quiz: Understanding Freedom, the Colonies, and the Fight for Independence
25	Answer Key: Multiple Choice Quiz
28	Activity: Rallying for Rights: Crafting Creative Colonial Cries
30	Resources
31	Images
33	Notes



## Key Themes

- Key Decisions That Shaped Independence
- The Colonists' Fight Against Tyranny
- The Growing Idea of Freedom
- 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

- Recognize and create examples of alliteration, such as “freedom fuels fairness,” to make connections between language and meaning.
- Explain the importance of freedom to the colonists and describe how it relates to their own lives today.
- Identify reasons why the colonists believed British laws, like the Stamp Act, were unfair and describe how this led to their desire for self-government.
- Understand how the French and Indian War and its resulting debt contributed to tension between Great Britain and the colonies.
- Analyze the term Yankee Doodle, how it was used mockingly by the British, and how the colonists transformed it into a symbol of pride.
- Describe the Stamp Act Congress and explain how the colonists working together helped strengthen their fight for freedom and fairness.

## Learning Objectives

Students will be able to

- Analyze why the colonies prepared both a petition, like the Olive Branch Petition, and militias, such as the Minutemen, to balance peaceful efforts with readiness to defend their rights.
- Discuss the creation of the Continental Army and the writing of the Declaration of Independence as key actions taken during the Second Continental Congress to unite the colonies and achieve independence.





# 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 **independent:** free to make your own decisions.
- 1 1 **militias:** citizen armies.
- 1 2 **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 3 **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.

# Key Terms

1 4 **Parliament:** Britain's government.

1 5 **patriotism:** loving and being proud of your country.

1 6 **petition:** a formal written request asking for something important to be changed or fixed.

1 7 **protests:** actions taken to express strong disagreement with something.

1 8 **repealed:** canceled.

1 9 **representative government:** a system where people elect leaders to speak and make decisions on their behalf.

2 0 **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 1 **self-government:** a type of government in which people have the power to make their own rules and decisions.

2 2 **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 3 **synonym:** a word that means the same, or almost the same, as another word.

2 4 **tax:** extra money people must pay to the government.

2 5 **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 6 **treason:** betraying your country or turning your back on it.

2 7 **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, the words joyful and cheerful are synonyms for "happy" and quick and speedy are synonyms for "fast". 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 for freedom 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 one more fun way to think about freedom: alliteration! **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 leads lives.
- Choice changes communities.

Using alliteration can help you remember ideas and make your writing more powerful. Try thinking of your own freedom-focused alliteration!

## ASK Students ✍️

Can you and your neighbor come up with your own alliteration about freedom? Use words that start with the same sound to show what freedom, liberty, or independence means to you! For example, think about how freedom fosters fairness or liberty lights lives—what can you create together? Please turn to your neighbor and discuss. [Give students three minutes to discuss with their neighbor and then discuss 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's best for yourself, your family, and your community.

# Introduction

## **TELL** Students (continued)

For the colonists, freedom wasn't just about small decisions like what to eat or wear. It was about having a say in the important things. The colonists believed they should have the right to speak for themselves, work toward their dreams, and live without unfair control from Great Britain. To them, freedom—or liberty—was about having a fair chance to shape their own lives, and that idea became stronger with each passing day. Think about the synonyms we've learned, like independence and choice. These words show how important freedom was to the colonists—and how important it still is today! Freedom allows us to make decisions, pursue our goals, and create a better future. It's no surprise that the colonists felt so passionate about liberty—they wanted the same opportunities for themselves and their families that we do today. Alliteration, like phrases such as "freedom fuels futures" or "liberty lifts lives," can help us understand just how powerful freedom is. These phrases remind us why freedom mattered so much to the colonists and why it's still something we cherish today!

## **ASK** Students

Why do you think freedom was so important to the colonists? Can you think of an example of how freedom helps us today?

## **TELL** Students 🦋

Freedom was so important to the colonists because it gave them the power to make their own choices and control their own lives. They believed that having a say in decisions would allow them to build a better future for themselves and their families. Today, freedom helps us in many ways, like choosing what to study in school, who our leaders will be, or how to spend time with our friends and family. Freedom means being able to make your own choices and having a say in what happens around you. For example, deciding what to play at recess or helping choose what to have for dinner are ways you practice freedom. But long ago, the colonists didn't always have that freedom because they were part of something called a colony. A **colony** is a piece of land controlled by another country. In this case, the colonies were controlled by Great Britain. You can think of it like this: Great Britain was like a parent, and the colonies were like grown-up kids who had gone away to college to start their own lives. Even though they were living far apart, the colonies and Great Britain still had a connection. But when decisions were made, the colonies didn't get to have a say. This lack of freedom led to disagreements, as the colonies began to feel they should have the right to make more of their own choices.

# Introduction

## ASK Students

Why do you think the colonists felt it was unfair that Great Britain made important decisions without letting them have a say? How would you feel if someone made all the decisions for you without asking what you thought?

## TELL Students 🗣️

The colonists felt it was unfair that Great Britain made important decisions about their lives without letting them have a say. These decisions affected things they had to do every day, such as how much money they paid or which rules they had to follow. Imagine if someone decided all the rules for you without asking your opinion—it wouldn't feel fair, would it? The colonists felt the same way, especially since they lived so far from Great Britain, across the wide Atlantic Ocean. They believed they deserved the right to speak up and help make the decisions that affected their lives. The colonists wanted to have a say in these decisions because they believed in fairness. They thought it was wrong to follow rules they didn't help make. 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 were involved. Some Native American tribes supported the French, while others sided with the British. The colonists also helped Great Britain during the war, showing loyalty to their home country at the time.

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. 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 the colonists were proud to be called "Yankee Doodles," even though the British were making fun of them?



# Introduction

## 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 something positive that showed their bravery and spirit. This pride in standing up for themselves and their beliefs is an example of patriotism. **Patriotism** means loving and being proud of your country. It's about working together to protect and support what is good and fair for everyone. The colonists showed patriotism by standing strong during the war and helping Great Britain win.

Here's what happened next. The war cost Great Britain a lot of money, and they needed a way to pay for it. After the war, they decided that the colonists should help cover the costs. To do this, they created the **Stamp Act**, a rule that 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 stick on paper items to prove they had paid the tax.

**[Reference Stamp Image]** This included everyday things like newspapers, playing cards, and even important legal papers. The colonists were very upset about this tax because they thought it was unfair to pay money to the government without having a say in its decisions. In Great Britain's government, called **Parliament**, the colonists had no representatives to speak for them. In the United States today, taxes are used to pay for important things like schools, roads, and emergency services. And, adult citizens can vote on taxes and on representatives. But back then, the colonists felt it was wrong to be taxed when they had no voice in Parliament. This feeling of unfairness encouraged the colonists to work together to fight for their freedom. The Stamp Act became one of the first steps on the road to independence.

## 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 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?

## TELL Students

The colonists' frustration helped bring them closer together, as they realized they were all being treated unfairly and needed to work as a team to stand up for their rights.

# Introduction

## **TELL** Students (continued)

This shared belief led them to declare something powerful: “No taxation without representation!” They believed it wasn’t fair to pay taxes if they didn’t have a say in making the rules. In our last class, we talked about how the First Great Awakening brought the colonists together through shared faith and beliefs, creating unity. Now, the idea of “No taxation without representation!” united the colonies and gave them a new reason to work together—fighting against unfair treatment. 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 overnight. It took many important events and people working together to create the great nation we have today. Now, let’s watch a Star Spangled Adventures cartoon to learn more about this exciting time!

## **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 an important role in America's journey to independence. 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 about 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 an extraordinary group of leaders who worked together to create the United States and gain its independence from Great Britain. These men—like 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 help make the decisions that affected their lives. The Founding Fathers played key roles in writing important documents, such as the Declaration of Independence and the Constitution, and in making decisions that shaped the future of our nation. They weren't just leaders—they were also thinkers, writers, and brave individuals who stood up for what was right, even when it was dangerous.

## ASK Students

Why do you think leaders like Patrick Henry and the other Founding Fathers were willing to stand up and speak out against the Stamp Act, even though it was risky? How do you think their vision of freedom inspired others to join the fight for independence?

## 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 decisions. 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.

# Lesson

**TELL** Students (continued)

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.

**ASK** Students

Why do you think the Stamp Act made the colonists feel like Great Britain was acting unfairly?  
How do you think Patrick Henry's speech helped inspire others to stand up against it?

**TELL** Students

The Stamp Act made the colonists feel like Great Britain was being unfair because they had no representatives in Parliament to speak for them or defend their rights. The colonists believed it was wrong to pay taxes on things like paper and stamps when they didn't have a say in creating those laws. Patrick Henry's passionate speech against the Stamp Act inspired others to stand up, showing that they didn't have to accept unfair treatment. His words helped unite the colonies in their determination to fight for freedom. The colonies became more united in their anger about the Stamp Act. In North Carolina, John Ashe, another key American leader, is believed to have said, "This law will be resisted in blood and death."

The colonists wanted their voices to be heard, so Massachusetts suggested holding a big meeting called the Stamp Act Congress in New York in 1765. At this meeting, nine of the 13 colonies sent representatives—leaders chosen to speak for the people. Six of those colonies signed a paper saying that, as British citizens, they could only be taxed if they agreed to it. Since the colonies didn't have representatives in Parliament, they decided they would not obey the Stamp Act. Men across the colonies formed groups called the Sons of Liberty to stand up to Great Britain. The Sons of Liberty visited the men chosen to sell the stamped paper and warned them not to try to do so unless they wished to be treated like traitors, or people who did not support their fellow colonists. As a result, not a single sheet of stamped paper was ever sold in the colonies! One newspaper in Pennsylvania even printed, "No stamped paper to be had." Colonists marched through the streets shouting phrases like, "Liberty, Property, and No Stamps!" and "Taxation without representation is tyranny!" That famous phrase, believed to have been created by James Otis, a lawyer from Massachusetts, became a rallying cry for the colonies as they united to fight for their freedom.

# Lesson

## 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, instead of trying to act alone? How do you think working as a team helped them show Great Britain that they were united and serious about standing up for fairness and freedom? What do you think might have been harder to achieve if they didn't work together?

## TELL Students

The colonists worked together in the Stamp Act Congress and formed groups like the Sons of Liberty because they understood they were stronger when they 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. These early efforts to resist British control played an important role in leading the colonies 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.” However, not all of their actions were right. Damaging someone else’s property, no matter the reason, is always wrong. 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. While they were trying to make a point, damaging property like this was not the right way to protest. By 1774, the problems between the colonies and Britain had only gotten worse. To punish Massachusetts for the Boston Tea Party and to take away freedoms from all the colonies, the British Parliament passed harsh laws called the Coercive Acts, which the colonists referred to as 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 out of the 13 colonies sent representatives to discuss how they could stand up to Britain and protect their rights. These actions united the colonies even more and set the stage for their fight for independence.

## ASK Students

Why do you think the colonies chose to work together at the First Continental Congress instead of trying to solve their problems with Britain on their own?



# Lesson

## **ASK** Students (continued)

How might working together have helped them share ideas, create stronger strategies, and show Britain they were united in standing up for their rights? Do you think they would have been as successful if each colony had acted alone? Why or why not?

## **TELL** Students 🗣️

The colonies decided to work together at the First Continental Congress because they knew they would be stronger as a team. By uniting, 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. Acting alone would not have had the same impact, and the colonies realized they needed each other to make a difference. At the Second Continental Congress, 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 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.

## **ASK** Students

Why do you think it was important for the colonies to send both a petition, like the Olive Branch Petition, and to prepare militias at the same time? How do you think this showed their commitment to both peaceful solutions and their readiness to defend their freedom if necessary?

# Lesson

## TELL Students

The colonies sent the Olive Branch Petition to King George III because they wanted to try solving their problems peacefully first. By explaining their concerns and asking for fair treatment, they hoped to avoid a war with Great Britain. This showed that the colonists were not seeking conflict—they simply wanted to be treated fairly. However, the colonies understood that Great Britain might not listen, so they also prepared for the possibility of defending themselves. This combination of peaceful efforts and readiness to act demonstrated their strong commitment to protecting their rights and freedom. Their preparations proved important on April 19, 1775, when British soldiers marched from Boston to the town of Lexington with orders to capture important colonial leaders and take weapons the colonists had stored. A group of colonists, known as the Minutemen, gathered to stop them. The **Minutemen** were ordinary people—farmers, shopkeepers, and blacksmiths—who were prepared to fight at a moment's notice. When the two sides faced each other on the Lexington Green, no one knows who fired the first shot, but this moment became known as “the shot heard ‘round the world.” **[Reference Lexington Green Image]** It was called this because it marked the beginning of the Revolutionary War, a fight that would change history and inspire other countries to fight for their freedom, too. The **Revolutionary War** was the struggle between the colonies and Great Britain for independence. It lasted from 1775 to 1783 and involved many battles and brave sacrifices. In the end, the colonies were victorious, and they won their freedom, officially becoming the United States of America. This victory was a major turning point in history, as it gave birth to a new nation built on the ideas of freedom and self-government. **Self-government** means that people have the power to make their own rules and decisions, rather than being controlled by a king or another country. It gave the people of the United States the right to choose leaders who would listen to their needs and represent their voices.

## ASK Students

What does self-government mean?

## TELL Students

The first shot at Lexington, known as “the shot heard ‘round the world,” was significant because it marked the start of the Revolutionary War and showed that the colonies were ready to defend their freedom.

# Lesson

## **TELL** Students (continued)

This moment proved the colonists were serious about standing up to Great Britain, and it inspired other countries to believe they could fight for their own independence, too. The colonies understood that both peaceful efforts, like the Olive Branch Petition, and preparation for battle, like training the Minutemen, were necessary to protect their rights. Their readiness to act, while still hoping for peace, demonstrated their determination to achieve self-government and freedom. The colonies believed that fighting for self-government was essential because they wanted the freedom to make their own decisions and create fair laws that worked for their people. They didn't want to be controlled by a faraway government that didn't understand their needs. The journey to America's freedom didn't happen all at once. It was caused by many events that made the colonists feel they were being treated unfairly. One of the earliest events was the Stamp Act, which forced the colonists to pay taxes without having a say in British government decisions. Over time, unfair laws, harsh punishments, and the colonies' desire for self-government led to growing anger and unity against Great Britain. The Revolutionary War was the result of these many events as the colonies joined together to fight for their rights and the freedom to govern themselves. The first battle at Lexington marked the beginning of a long and difficult journey toward independence, but it was a journey that would change history and inspire others around the world.

## **ASK** Students

Why do you think the colonists were willing to fight such a long and difficult war to gain self-government and independence? How do you think having the freedom to make their own decisions was worth the struggle?

## **TELL** Students

The colonists were willing to fight a long and difficult war because they believed freedom and self-government were worth the struggle. They wanted to create a country where they could make their own decisions, have fair laws, and choose leaders who understood their needs. Their bravery and determination showed how much they valued independence. In May 1775, after fighting had already begun between the colonies and British soldiers, the colonies held the Second Continental Congress in Philadelphia. This meeting was different from the First Continental Congress in 1774, where the colonies tried to find peaceful solutions to their complaints about British laws. By the time of the Second Continental Congress, the conflict had escalated into fighting, and the colonies needed to decide what to do next.

# Lesson

## **TELL** Students (continued)

One of their first decisions was 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 an important step in organizing the colonies for war. The Second Continental Congress also made a big move toward independence from Britain when Five Founding Fathers—Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert Livingston—were chosen to write the Declaration of Independence. The **Declaration of Independence** is a document that officially announced the colonies' freedom from Britain. It was adopted on July 4, 1776, and explained why the colonies were breaking away. It stated that all people have the right to life, liberty, and the pursuit of happiness, and that governments exist to protect these rights. This declaration was a huge step toward creating a new nation built on freedom and fairness.

## **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 commitment to fighting for freedom, fairness, and their right to govern themselves?

## **TELL** Students

The colonies decided to create the Continental Army and write the Declaration of Independence during the Second Continental Congress because they knew they needed to take strong, united actions to fight for their freedom and protect their rights. The Continental Army, led by George Washington, brought the colonies together as one united military force, showing their determination to defend themselves against Britain's powerful army. Writing the Declaration of Independence was a bold and clear statement to the world that the colonies were breaking away from British control and forming a new nation. It declared that everyone deserves freedom, fair treatment, and the right to help decide how they are governed. These decisions weren't made lightly. The colonists had tried peaceful solutions like petitions and protests, but Parliament and King George III ignored their efforts. Events like the Stamp Act, the Boston Tea Party, and the Coercive Acts only made the colonists angrier and more determined to stand up for their rights. By 1776, the colonies realized they needed to fully unite and fight for their independence. Their courage and determination brought together many people from different colonies to ignite the flames of a revolution that would change history.

# Lesson

**TELL** Students (continued)

This fight for freedom and self-government laid the foundation for the United States, a nation 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 in elections, having access to education, and speaking our minds—exist because of the sacrifices made by the colonists long ago. Their fight reminds us to value and protect these freedoms every day, as they are what make our nation strong and fair.





## Objective

Third grade students will analyze the song Yankee Doodle to understand its lyrics, historical significance, and how the term “Yankee Doodle” became a symbol of colonial pride during the fight for independence.

## Materials Needed

- Lyrics to Yankee Doodle (simplified version for third graders if needed).
- Audio or video of the song Yankee Doodle to play for the class.
- Worksheet with questions and creative prompts (provided below).
- Markers, crayons, or colored pencils for optional creative activities.
- Chart paper or whiteboard for class discussion.

## Activity Steps

### 1. Introduce the Song

- Begin by asking students if they’ve ever heard the song Yankee Doodle.
- Play the song for the class and encourage them to sing along while following the lyrics on the board or a handout.
- After singing, ask:
  - “What words or phrases stood out to you in the song?”
  - “How does the song make you feel?”

### 2. Explain the Term “Yankee Doodle”

- Share with the class:
  - “Yankee Doodle” was originally a nickname the British soldiers used to make fun of the colonists. They thought the colonists were unorganized, unsophisticated, and not very skilled.
  - Instead of feeling upset, the colonists embraced the name and made it their own, using the song to show their pride and unity.
  - A Yankee Doodle came to symbolize a brave and determined American who stood up for freedom.



# Exploring Yankee Doodle: A Song and Its History

## 3. Song Analysis (Class Discussion)

- Read the lyrics together and ask these questions:
  - "What do you think the line 'stuck a feather in his cap and called it macaroni' means?" (Explain that it was a joke about fashion, but the colonists used it to show they didn't care about the British mocking them.)
  - "Why do you think the colonists were proud to be called Yankee Doodles?"
  - "How does this song show the colonists' bravery and determination?"

## 4. Small Group Activity: Turning Mockery into Pride

- Divide students into small groups and give them this scenario:
  - "Imagine someone teases you, but instead of feeling upset, you turn it into something positive that makes you proud. How would that change how you feel? How does this connect to how the colonists embraced the term 'Yankee Doodle'?"
- Groups will share their ideas with the class.

## 5. Individual Activity

- Hand out blank sheets of paper and have students complete the following:
  - Draw a picture of what you think a Yankee Doodle looked like.
  - Finish this sentence: A Yankee Doodle was someone who...
  - Write one reason why the song became important to the colonists.
  - Bonus: Create your own verse for Yankee Doodle about something you're proud of.
- **Example Verse**
- *We stand together every day, To show that we are strong. Freedom helps us lead the way, Where all of us belong!*

## 6. Optional Creative Extension

- Have students decorate a feather or draw a colonial hat to symbolize the line, "stuck a feather in his cap."

## Wrap-Up Discussion

- Ask students:
  - "Why do you think the song Yankee Doodle is still remembered today?"
  - "What can we learn from how the colonists turned something negative into a symbol of pride and unity?"

This activity combines music, history, and creativity to deepen students' understanding of Yankee Doodle and its role in uniting the colonists during the fight for independence.



LITTLEPATRIOTS

WWW.LITTLEPATRIOTSLearning.COM

# Multiple Choice Quiz: Understanding Freedom, the Colonies, and the Fight for Independence

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

**Instructions:** Read each question and answer set carefully. Circle the correct answer.

## 1. What is a synonym for freedom?

- a) Control
- b) Liberty
- c) Restriction
- d) Slavery

## 2. What does an antonym mean?

- a) A word that means the same
- b) A word that means the opposite
- c) A word that is funny
- d) A word that is long

## 3. What does alliteration mean?

- a) Words that rhyme
- b) Words with opposite meanings
- c) Words that begin with the same sound
- d) Words that are very short

## 4. What is an example of alliteration?

- a) Freedom fuels fairness
- b) Freedom or liberty
- c) Liberty versus control
- d) Taxes and rules

## 5. Why was freedom important to the colonists?

- a) They wanted to live far away from Great Britain.
- b) They wanted the power to make their own decisions and create fair laws.
- c) They wanted to wear fancy clothes.
- d) They didn't want to pay for anything.

# Multiple Choice Quiz: Understanding Freedom, the Colonies, and the Fight for Independence

## 6. What is a colony?

- a) A land controlled by another country
- b) A town with no rules
- c) A small village
- d) A place where people go on vacation

## 7. Why did the colonists think it was unfair that Great Britain made decisions for them?

- a) They wanted to make their own rules.
- b) They were too far away to have a say.
- c) They had no representatives in Parliament.

## 8. What does the word “mockingly” mean?

- a) To tease or make fun of
- b) To say something kindly
- c) To sing loudly
- d) To act bravely

## 9. Why were the colonists proud to be called “Yankee Doodles”?

- a) They didn't know it was an insult.
- b) They turned the nickname into a symbol of their bravery and spirit.
- c) They thought it was funny.
- d) It reminded them of British soldiers.

## 10. What was the Stamp Act?

- a) A tax on paper items like newspapers and legal documents
- b) A tax on tea and sugar
- c) A rule that banned colonies from meeting
- d) A war fought over land

# Multiple Choice Quiz: Understanding Freedom, the Colonies, and the Fight for Independence

## 11. Why did the Stamp Act upset the colonists?

- a) They didn't like paper.
- b) They had no say in the decision to create the tax.
- c) It didn't cost them any money.
- d) It helped them save money.

## 12. What does "No taxation without representation" mean?

- a) Colonists didn't want to pay taxes unless they had a say in the laws.
- b) Colonists didn't like paying taxes on stamps.
- c) Colonists wanted more tea from Great Britain.
- d) Colonists were happy with British rules.

## 13. What was the Stamp Act Congress?

- a) A meeting where the colonies worked together to oppose the Stamp Act
- b) A celebration of the Stamp Act
- c) A group of British leaders who made rules
- d) A group of soldiers

## 14. What was the Olive Branch Petition?

- a) A request asking King George III to stop unfair laws
- b) A plan to attack British soldiers
- c) A list of names of the colonists' leaders
- d) A new tax law

## 15. What did the Declaration of Independence declare?

- a) The colonies were still part of Britain.
- b) The colonies were free and independent from Britain.
- c) The colonies would start paying British taxes.
- d) The colonies would stop meeting.



# Answer Key: Multiple Choice Quiz

1. **What is a synonym for freedom?**

- a) Control
- b) Liberty
- c) Restriction
- d) Slavery

**Answer: b) Liberty**

2. **What does an antonym mean?**

- a) A word that means the same
- b) A word that means the opposite
- c) A word that is funny
- d) A word that is long

**Answer: b) A word that means the opposite**

3. **What does alliteration mean?**

- a) Words that rhyme
- b) Words with opposite meanings
- c) Words that begin with the same sound
- d) Words that are very short

**Answer: c) Words that begin with the same sound**

4. **What is an example of alliteration?**

- a) Freedom fuels fairness
- b) Freedom or liberty
- c) Liberty versus control
- d) Taxes and rules

**Answer: a) Freedom fuels fairness**

5. **Why was freedom important to the colonists?**

- a) They wanted to live far away from Great Britain.
- b) They wanted the power to make their own decisions and create fair laws.
- c) They wanted to wear fancy clothes.
- d) They didn't want to pay for anything.

**Answer: b) They wanted the power to make their own decisions and create fair laws.**

# Answer Key: Multiple Choice Quiz

**6. What is a colony?**

- a) A land controlled by another country
- b) A town with no rules
- c) A small village
- d) A place where people go on vacation

**Answer: a) A land controlled by another country**

**7. Why did the colonists think it was unfair that Great Britain made decisions for them?**

- a) They wanted to make their own rules.
- b) They were too far away to have a say.
- c) They had no representatives in Parliament.
- d) All of the above.

**Answer: d) All of the above.**

**8. What does the word “mockingly” mean?**

- a) To tease or make fun of
- b) To say something kindly
- c) To sing loudly
- d) To act bravely

**Answer: a) To tease or make fun of**

**9. Why were the colonists proud to be called “Yankee Doodles”?**

- a) They didn't know it was an insult.
- b) They turned the nickname into a symbol of their bravery and spirit.
- c) They thought it was funny.
- d) It reminded them of British soldiers.

**Answer: b) They turned the nickname into a symbol of their bravery and spirit.**

**10. What was the Stamp Act?**

- a) A tax on paper items like newspapers and legal documents
- b) A tax on tea and sugar
- c) A rule that banned colonies from meeting
- d) A war fought over land

**Answer: a) A tax on paper items like newspapers and legal documents**

# Answer Key: Multiple Choice Quiz

**11. Why did the Stamp Act upset the colonists?**

- a) They didn't like paper.
- b) They had no say in the decision to create the tax.
- c) It didn't cost them any money.
- d) It helped them save money.

**Answer: b) They had no say in the decision to create the tax.**

**12. What does "No taxation without representation" mean?**

- a) Colonists didn't want to pay taxes unless they had a say in the laws.
- b) Colonists didn't like paying taxes on stamps.
- c) Colonists wanted more tea from Great Britain.
- d) Colonists were happy with British rules.

**Answer: a) Colonists didn't want to pay taxes unless they had a say in the laws.**

**13. What was the Stamp Act Congress?**

- a) A meeting where the colonies worked together to oppose the Stamp Act
- b) A celebration of the Stamp Act
- c) A group of British leaders who made rules
- d) A group of soldiers

**Answer: a) A meeting where the colonies worked together to oppose the Stamp Act**

**14. What was the Olive Branch Petition?**

- a) A request asking King George III to stop unfair laws
- b) A plan to attack British soldiers
- c) A list of names of the colonists' leaders
- d) A new tax law

**Answer: a) A request asking King George III to stop unfair laws**

**15. What did the Declaration of Independence declare?**

- a) The colonies were still part of Britain.
- b) The colonies were free and independent from Britain.
- c) The colonies would start paying British taxes.
- d) The colonies would stop meeting.

**Answer: b) The colonies were free and independent from Britain.**



# Rallying for Rights: Crafting Creative Colonial Cries



---

## Objective

Third grade students will work in groups to create new rally cries for the colonists using alliteration, while learning how these slogans united people and inspired them during the fight for freedom.

---

## Materials Needed

- Chart paper or large sheets of paper for each group
- Markers or crayons
- Examples of rally cries with alliteration (provided below)

## Activity Steps

### 1. Introduce Rally Cries:

- Begin by explaining that rally cries were short, powerful phrases the colonists used to express their beliefs and inspire each other. For example, “No taxation without representation!” was one of the most famous rally cries.
- Share how alliteration (when words start with the same sound) can make rally cries more memorable and exciting

### 2. Share Examples of Alliterative Rally Cries:

- *“Freedom fuels fairness!”*
- *“Liberty lights lives!”*
- *“Choice creates change!”*
- *“Fairness fights fear!”*
- Explain the meaning and purpose behind each rally cry:
  - *“Freedom fuels fairness!”* means that freedom creates opportunities for fairness and equality.
  - *“Liberty lights lives!”* means liberty brings hope and a brighter future.
  - Rally cries like these inspired the colonists to stand together and fight for their rights.

### 3. Group Activity: Create Your Rally Cry

- a. Divide students into small groups (3–4 students per group).
- b. Ask each group to brainstorm and create their own rally cry for the colonists using alliteration.
- c. Encourage them to think about words like freedom, liberty, rights, fairness, and independence to get started.



# Rallying for Rights: Crafting Creative Colonial Cries



## 4. Writing and Drawing:

- Each group writes their rally cry on a large piece of paper and decorates it with drawings or symbols related to the colonies and their fight for freedom.

## 5. Presentation Time:

- Have each group present their rally cry to the class.
- Each group should:
  - Read their rally cry out loud with enthusiasm.
  - Explain the meaning of their rally cry and how it relates to the colonists' fight for independence.
  - Point out the alliteration in their rally cry and why they chose those words.

## 6. Class Discussion:

- After all the groups have presented, discuss as a class:
  - "Why do you think rally cries were important for the colonists?"
  - "How did using powerful words help the colonists feel united and motivated?"

## Examples to Inspire Students

- *"Rights rally resilience!"* (Standing up for rights builds strength.)
- *"Independence ignites inspiration!"* (Freedom inspires people to create a better future.)
- *"Fair laws, free lives!"* (Fair laws allow people to live freely.)

## Wrap-Up

End the activity by reinforcing that rally cries helped unite the colonists and keep their fight for freedom strong. Let students know that their creative rally cries reflect the same bravery and spirit the colonists showed during their journey to independence!



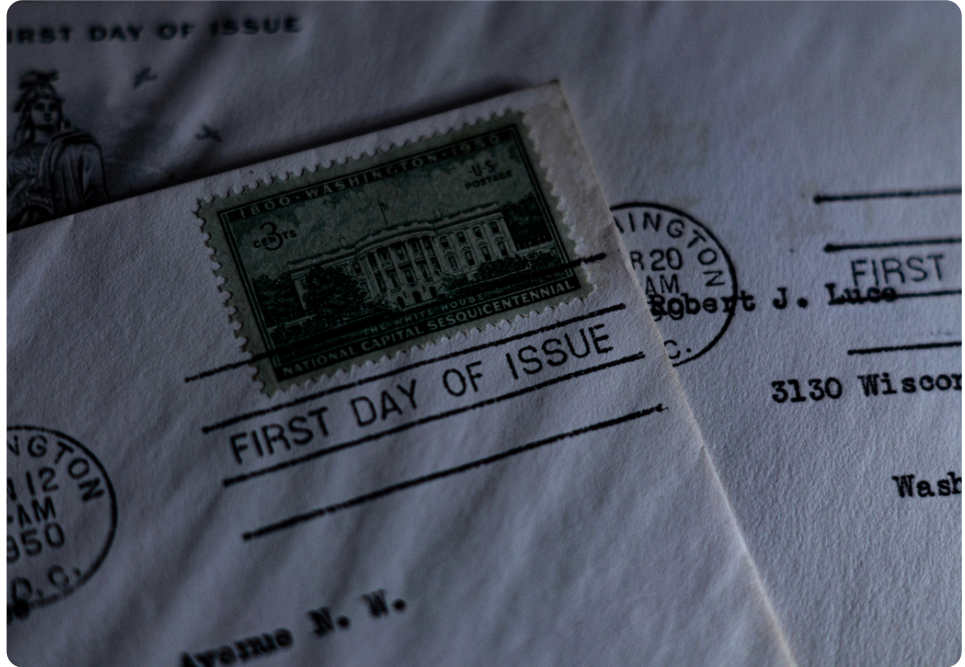
# Resources

- <https://encyclopediavirginia.org/1658hpr-9260362296ba000/>
- [https://northcarolinagenealogy.org/statewide/stamp\\_act.htm](https://northcarolinagenealogy.org/statewide/stamp_act.htm)
- [https://www.si.edu/object/1p-stamp-act-1765-proof%3Anpm\\_0.022044.1](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://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.

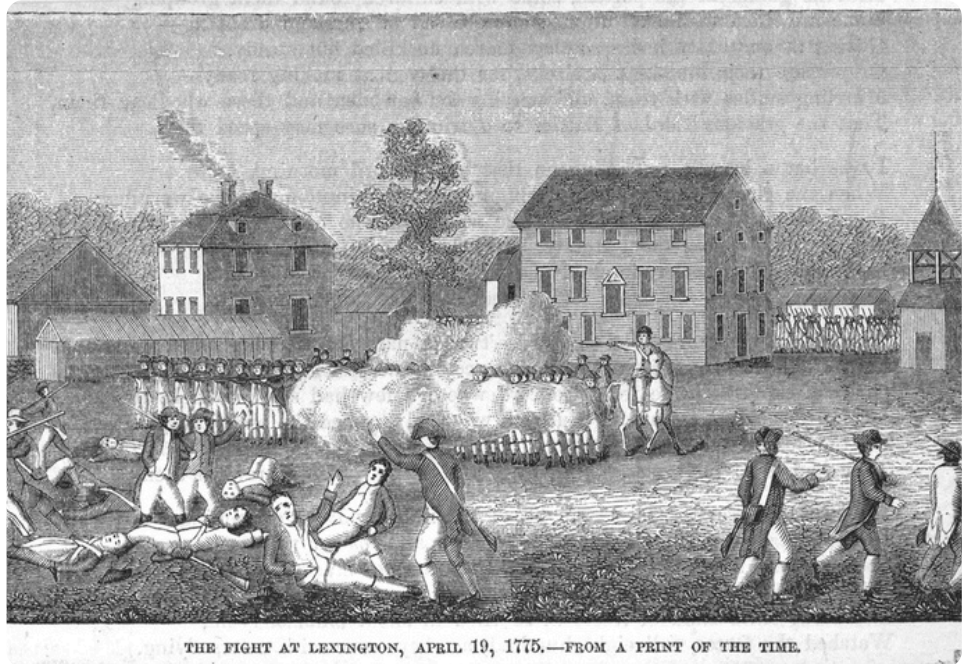
**Patrick Henry**



Credit: Wikipedia.

# Images

## Lexington Green



Credit: Canva Pro.

## George Washington



Credit: Canva Pro.



# Notes

[illegible]