

Table of Contents

Introduction	3	Narrative Poetry in Two Voices	45
Teacher Lesson Plans for Reading Comprehension		Diaries	46
The American Colonies Before the Revolution	4	<i>Common Sense</i>	47
The Causes of the War	4	<i>Sarah Bishop</i>	48
American Revolutionary Leaders	5	<i>Why Don't You Get a Horse, Sam Adams?/And Then What Happened, Paul Revere?</i>	49
Revolutionary Soldiers	5	Focus on Author Jean Fritz	50
The Declaration of Independence	6	The Language of the Declaration of Independence.	52
Revolutionary War Battles.	6	Readers' Theater Notes	53
Victory, Peace, and Aftermath	7	Readers' Theater Script: The Declaration of Independence.	54
Student Reading Pages		Teacher Lesson Plans for Social Studies	
The American Colonies Before the Revolution	8	Using Time Lines	57
The Causes of the War.	10	Using Maps.	57
American Revolutionary Leaders	14	Researching the Revolution.	58
Revolutionary Soldiers	17	Student Activity Pages for Social Studies	
The Declaration of Independence	20	Time Line of the Revolution	59
Revolutionary War Battles.	22	Map of the Colonies in 1775	61
Victory, Peace, and Aftermath	26	Fighting the Revolutionary War.	62
Reading Comprehension Quizzes		The United States in 1783	63
The American Colonies Before the Revolution Quiz	28	Researching the Causes of the Revolutionary War.	64
The Causes of the War Quiz	29	Researching Revolutionary War Battles.	65
American Revolutionary Leaders Quiz	30	Researching Heroes and Heroines of the American Revolution	66
Revolutionary Soldiers Quiz	31	Teacher Lesson Plans for Science	
The Declaration of Independence Quiz	32	Franklin and Jefferson: Scientists	68
Revolutionary War Battles Quiz	33	Student Activity Pages for Science	
Victory, Peace, and Aftermath Quiz.	34	Ben Franklin: Scientist	69
Teacher Lesson Plans for Language Arts		Working With Static Electricity	70
Vocabulary, Spelling, Almanacs, and Proverbs	35	The Inventors: Franklin and Jefferson.	71
Poetry and Literature.	35	Creating an Invention	72
Student Activity Pages for Language Arts		Thomas Jefferson: Botanist	73
The Lexicon of Liberty	37	Culminating Activities for History Day	74
Spelling Then and Now.	38	Annotated Bibliography	76
<i>Poor Richard's Almanack</i>	39	Glossary	78
Proverbs and Aphorisms	40	Answer Key	79
<i>Paul Revere's Ride</i>	41		
Figurative Language in <i>Paul Revere's Ride</i>	44		



Narrative Poetry in Two Voices

Reading poetry aloud with a friend is a special way to enjoy poetry. In this type of presentation, two or more students recite a poem together, reciting alternate verses or stanzas throughout the poem and reading some sections together as a choral reading. Use *Paul Revere's Ride* on the previous pages as an example for dividing your own poem.

This technique can be used with any poem but it is especially effective with ballads and story poems like *Paul Revere's Ride*, *Annabel Lee*, and *The Charge of the Light Brigade*. For poems written to be read in two voices, use Paul Fleishman's Newbery Award-winning *Joyful Noise*, a collection of poems about insects.

Assignment

With a partner, select a poem from the list below or one that your teacher has provided or approved. Choose a poem that appeals to you because of the rhyme, rhythm, or subject matter. Divide the poem into parts so that you and your partner can recite the poem back and forth together. Choose at least a few lines that both of you will recite aloud together and do the following.

1. Copy your poem so that each of you has a copy to work with.
2. Practice together so that you have the same speed, volume, and pace.
3. Underline words which should receive special emphasis and try to get a feel for the force and flow of the poetic language.
4. Practice several times over the course of a week or more.
5. Recite the poem for the class.

Suggested Poems

An Old-Time Sea Fight. Walt Whitman.
Annabel Lee. Edgar Allan Poe.
The Ballad of the Oysterman. Oliver Wendell Holmes.
Barbara Frietchie. John Greenleaf Whittier.
The Bells. Edgar Allan Poe.
Casey at the Bat. Ernest Lawrence Thayer.
Casey Jones. Anonymous.
The Charge of the Light Brigade. Lord Alfred Tennyson.
The Cremation of Sam McGee. Robert W. Service.
The Death of King Arthur. Lord Alfred Tennyson.
Eldorado. Edgar Allan Poe.
Epitaph for a Concord Boy. Stanley Young.
The Highwayman. Alfred Noyes.
John Henry. Anonymous.
Lochinvar. Sir Walter Scott.
Lord Randall. Anonymous.
Ode to Billy Joe. Bobbie Gentry.
The Skeleton in Armor. Henry Wadsworth Longfellow.
The Walrus and the Carpenter. Lewis Carroll.





Culminating Activities for History Day

Set aside one day to be devoted to activities related to your study of the American Revolution. If possible, do the activity with two or three classes at the same grade level. This allows you to share some of the burdens and provides a special experience for the entire grade level.

Costumes

Encourage your students to come in costumes that look like the colonial or early national period. Encourage students to wear leather shoes, boots, or moccasins instead of tennis shoes. The Jean Fritz books offer many illustrations that are especially useful for boys. Long socks pulled up over pants will work well as will a white, dress shirt and a man's long dark suit coat. A handkerchief or piece of lace fabric can be used for the ruffles at the neck. Long dresses from female relatives will often work for the girls.

Parent Help

Encourage parents or adult family members to come for all or part of the day to enjoy the proceedings and also help set up and monitor the activities. Check with parents to discover any special talents, interests, or hobbies that would be a match for specific centers.

Eat Hearty

If you have parent volunteers, plan a luncheon with a Revolutionary theme. Parents and students could do the decorations (red/white/blue) together at one of the centers. Most students today are far pickier than their Revolutionary counterparts, but you might choose two or three dishes with a colonial flavor.

Setting Up Centers

The centers you set up should relate in some way to the American Revolution, daily life during that time, or activities you did using this book. Centers should allow small groups of six or seven students to participate. Each center should take about 20 minutes. Students should then rotate to the next activity.

The following suggestions will get you started. You can add any others for which you have special expertise.

A Discussion Center

At this center students could argue the pros and cons of separating from Britain. Students should be divided into two sides—one to recommend independence and the other to continue under British rule. For ideas and information, they could use the reading selection and research activity on the causes of the war found in this book.

Poetry in Two Voices and Readers' Theater

In a poetry center, students could team with a partner and prepare one of the narrative poems in this book for presentation to an audience. The readers' theater center would involve practicing a script with a small group for a presentation.