

The American Revolution



Streaming Performances
for Schools



TEACHER RESOURCE GUIDE

The American Revolution

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EDUCATION |

The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2012), Social and Emotional Learning (2019), and Social Studies (revised 2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by Davida Pantuso in partnership with Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

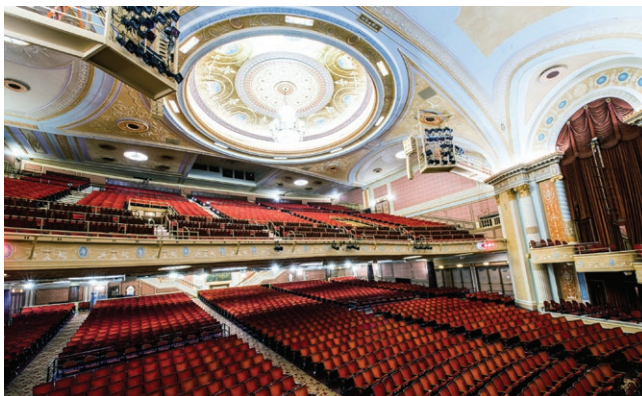
ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's seven resident companies: Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the largest outdoor chandelier in North America, and the retro Playhouse Square sign with its 9-foot-tall letters!



ABOUT THE SHOW

Director – Marc Frost
Stage Manager – Sara Beaman
Lighting Design – Rachel Levy
Set Design – Jacob Watson
Dramaturg – Zac Baker-Salmon
Movement Director – Thomas Wynne

In *The American Revolution*, Theater Unspeakable brings seven actors to a tiny 21-square foot platform to tell the entire story of the fight for America's independence: in just 50 minutes! From battles at Lexington to Yorktown, the actors cover it all using only their bodies, minds and voices. This show provides audiences with a delicate mix of tongue-in-cheek humor, physical theatre and authentic American history.

Meet the Director

Marc Frost is an actor, deviser and educator who has performed and produced work in Brazil, Ireland, Spain the USA and the UK. He is the founder and Managing/Artistic Director of Theater Unspeakable and currently teaches physical theater at DePaul University and Columbia College Chicago.



He hopes audiences walk away from the show with this message:

"The country's founding had an imperfect beginning, built upon the sacrifice, slaughter, and subjugation of many individuals and peoples, but I want them to leave feeling proud of their country's founding, because it truly was the dawning of a new era for personal freedom. Even in its most beatified heroes, we see the flaws, the human shortcomings, which to me, make the achievements all the more inspiring."

– Said during a 2014 interview with American Stage Chicago



ABOUT THEATER UNSPEAKABLE

Theatre Unspeakable was created in 2010 as a platform for original works of devised, physical theater. The physical theater practiced by the company draws upon the heavy influence of Frost's time at the London International School of Performing Arts (LISPA), an institute based upon the teachings of Jacques Lecoq. To date, the company has created four original touring pieces, two of which have been presented on Playhouse Square's Mimi Ohio Theatre stage to great acclaim: *The American Revolution* in 2017 and *Moon Shot* in 2019. Based in Chicago, the award-winning company has toured nationally to thousands of young audiences.

Techniques used by Theater Unspeakable:

- **Devised theater** (also called collaborative creation, particularly in the United States) is a form of theater where the shows are created without a pre-existing script. Instead, the show is constructed through a collective process with a group of people, often the performers. The actors work with the director to develop the show, improvising dialogue and creating choreography. Through this process, *The American Revolution* took over a year to create, and the piece continues to evolve with every performance.
- **Physical theater** tells a story primarily through physical and visual means. Theater Unspeakable tells big stories on small platforms by using their bodies in non-traditional ways: as set pieces, as props, and even as sound effects. They do this in partnership with the audience who then use their imaginations to bring the epic stories to life!

KEY TERMS & EVENTS

Camp follower – a civilian, usually the wives or children of soldiers that follow and assist the soldiers during war.

Continental Army – the army led by General George Washington in the American Revolutionary War that fought for independence against British rule.

Daughters of Liberty – a group of political dissidents that supported the boycott of British goods. Created in response to unfair taxation in the colonies during the American Revolution, they urged Americans to wear homemade fabrics and produce other goods that were previously available only from Britain. They believed this would result in the American colonies gaining economic independence.

Democracy – a system of government in which the highest power is held by the people through elected representatives. The first formal blueprint for a modern democracy was created in 1788 with the Constitution of the United States.

The Enlightenment, or the Age of Reason – an intellectual movement in the 17th and 18th centuries that questioned traditional authority and believed humanity could be improved through rational change. Philosophers such as John Locke pushed ideas which helped inspire the American Revolution. Enlightenment notions of natural rights, social contracts, balance of power and separation of church and state all led English colonists to write the Declaration of Independence.

East India Trading Company – a British stock company indirectly controlled by the government. The company traded goods from all over the world, though predominantly in the Indian Ocean.

First Continental Congress – a meeting of delegates from 12 out of the 13 colonies that began on September 5, 1774. The delegates convened in response to the Intolerable Acts, which the British Parliament had imposed on the Colonies in response to the Boston Tea Party. It adopted a declaration of personal rights and denounced taxation without representation. The Second Continental Congress was held on May 10, 1775.

House of Burgesses – the colonial Virginia legislative assembly from 1643-1776. It was the first democratically elected legislative body in English North America. It is also known as a training ground for many of America's founding fathers, including George Washington, Thomas Jefferson and Patrick Henry.

House of Commons – the lower house of the British Parliament. It is the Parliament that approved the Stamp and Townshend Acts, and it was also the Parliament that repealed those acts.

Intolerable Acts, or The Coercive Acts – four punitive measures enacted in 1774 by the British Parliament in retaliation for colonial defiance. The most notable of the laws, the Boston Port Act, was created in response to the Boston Tea Party and closed the port of Boston. Other laws included the Massachusetts Government Act, the Administration of Justice Act and the Quartering Act.

Loyalist – American colonists who remained loyal to Britain and opposed the war for independence.

Minutemen – early responders to times of crisis in the American Revolution. They made up about a quarter of the Continental Army and were typically the best trained of the troops.

Monarchy – a system of government in which a country is ruled by a King or Queen.

Natural Rights, or **Unalienable Rights** – recognized as fundamental parts of humanity, these are rights that are given to humans by God and can never be forfeited, such as life, liberty and pursuit of happiness.

Patriot – American colonists who rejected British rule during the American Revolution.

Plan of Union – a plan to keep the Colonies part of the British Empire by establishing a grand council of colony representatives as a distinct branch of Parliament. The legislature would elect its own speaker but serve under a king-appointed general. It was overturned at the First Continental Congress.

Proclamation of 1763 – a proclamation from the British government which forbade British colonists from settling west of the Appalachian Mountains on lands acquired from the French and Indian War, and which required any settlers already living west of the mountains to move back east.

The Regulars – members of the British Army. Also referred to as the Redcoats due to their distinct red uniform.

Sons of Liberty – a radical political organization for colonial independence from Britain. Formed in 1765 after the passage of the Stamp Act, they used a wide range of extreme tactics, often violent, to intimidate loyalists. The Sons leaders included Samuel Adams and Paul Revere.

Stamp Act – an act passed by the British parliament in 1765 that raised revenue from the American colonies by a duty in the form of a stamp required on all newspapers and legal or commercial documents.

Suffolk Resolves – a declaration endorsed at the First Continental Congress that called for boycotts of British goods until the Intolerable Acts were repealed.

Sugar Act – passed in 1764, it placed a British Tax on foreign sugar and molasses entering the American colonies. This affected New England greatly, where distilling sugar and molasses into rum was a major industry.

Virginia Resolves – a series of formal statements passed by the House of Burgesses protesting the 1765 Stamp Act. These resolutions were championed by Patrick Henry, the then newest member of the House.



■ PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades 4-12)

Video #1

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Fine Arts: Drama: 4.2PR, 4.3PR, 5.4PR, 7.2PR, 8.5CE, 8.4PR, 11.2PR, 11.5PR; Dance: 4.2PR, 4.5PR, 5.5PR, 6.5PR, B.1PR, B.4PR, I.3PR

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Molly, Ananias and their friends, Cherish and Brian, as they explore the skills required and principles of ensemble work and physical theatre!

Run time: 09:41

Hey, Woah! Instructions

Form a circle. You may want to split into two circles or more if your group is larger than 20. Select one person to start the game by saying “HEY” to the person on their left. That person then chooses one of moves listed below and play continues. Play always begins clockwise, but will change based on the move selections. Maintain a steady beat of responses. If a beat is dropped or missed, whomever it fell on last is out for the round.

Moves:

Each move is paired with a gesture showcased in the pre-show workshop video.

“**HEY**” is the first move to start each round. You can send a HEY to whomever is directly next to you in the current direction of game play.

“**WOAH**” can reverse the direction of a HEY. If you receive a WOAH, you can either turn around and say HEY in the opposite direction OR send a TAKE IT...

“**TAKE IT**” can be sent to anyone who is not directly to your right or left in the circle. Once received, you can either send TAKE IT to someone else in the circle or send HEY to the person to your right or left.



Remember:

- You cannot WOAH a WOAH. If you receive a WOAH, you must send either HEY or TAKE IT!
- Once you get down to three people, you can no longer use TAKE IT (as all players are directly next to one another).
- To have fun!

Video #2

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

Fine Arts: Drama: 4.1RE, 5.1RE, 6.3CE, 6.5CE, 6.3RE, 7.2CE, 7.5CE, 7.4PR, 8.4RE; **Visual Arts:** 4.1RE, 7.2PE, 8.4PE

Social Studies: 4.His.2, 4.His.4, 4.Gov.15, 4.Gov.17, 4.Gov.18, 5.Gov.12, 6.Geo.5, 6.Gov.9, 7.Gov.16, 8.His.1, 8.His.3, 8.His.5, 8.His.6, 8.His.7, 8.Gov.20, 8.Gov.23, AG.CI.2, AG.CP.3, AG.CP.4, AG.BPC.5, AG.BPC.10, AG.RP.14, AG.PR.15

Ananias and Molly invite students to join them once again as they continue to explore themes found throughout the story. In this workshop, you'll learn about the roles women and Native Americans played in the founding of this country, explore the preamble of the Declaration of Independence, talk about how designers craft period costumes, and travel to Perrysburg, Ohio to get a peek into what life was like in the 1770s!

Run time: 28:51

Guest stars:

Hegeota, Mohawk descendant, Actress and Founder of Kulture Kids
Brian Tuohey, Dancer
Colleen Bloom, Costumer
Cherish Hayes, Dancer
Elizabeth Arundel, Soldier Reenactor
John Thompson, Historian
Theo and Elliot McGuire, Reenactors
Virginia Rhoden, Reenactor

Additional Terms

6 Nations Confederacy – the six tribes of the Indian Nation (Mohawk, Oneida, Onondaga, Cayuga, Seneca, Tuscarora) in upstate New York who were aligned with the British during the War of Independence. Also referred to as the Iroquois Confederacy.

A.M. Canassatego – a great Sachem of the Iroquois Confederacy who stated the Great Law of Peace which was later printed and adopted by Benjamin Franklin during the establishment of the plan of action for America.

Sachem – the council of 50 Peace Chiefs who governed the 6 Nation Confederacy.



The Great Law of Peace – a constitution that established a democracy between select Iroquois-speaking tribes. The laws were first recorded in wampum symbols, or shell beads used for storytelling, rather than recorded or in written language. It was spoken by A.M. Canassatego of the Iroquois Confederacy in the Lancaster courthouse on July 4, 1744.

For information about the *The Great Law of Peace* play mentioned in the workshop, please visit <https://www.kulturekids.org/native-america/> or contact business@kulturekids.org.

The American Revolution Storyboard (Grades 4-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Social Studies: 4.His.2, 6.His.1, 8.His.1, AH.HT.1

English/Language Arts: SL.4.2, W.4.8, SL.5.2, W.5.8, SL.6.2, W.6.8, W.7.8, W.8.8, W.9-10.8, W.11-12.8

A storyboard is a series of panels that tell a story in a logical order and are typically used as an outline or a form of pre-writing for a movie, play or book. The artist draws pictures on panels that illustrate the plot, characters and dialogue that will take place in the movie. A caption will provide further details.

Working in groups of 2-3, have students create a storyboard illustrating an event that took place during the American Revolution. These should contain a minimum of four panels which include the following criteria: title & date, illustration, story, characters, and dialogue. Each group can select an event on their own or may be assigned one from the list below. Check out the resources page for suggested videos, books and online links to assist with student research.

After students have created their storyboards, have them assemble the events in chronological order to create a class book on the American Revolution. Then, have groups swap completed storyboards and write a brief summary of the event depicted.

Suggested Key Events

Recommended for grades 4-5:

The Boston Tea Party

The Battles of Lexington and Concord
 America Declares Independence
 George Washington Crosses the Delaware River
 Yorktown: British Army Surrenders

Grades 6-8:

The Stamp Act
 The Boston Tea Party
 The Battles of Lexington and Concord
 The Battle of Bunker Hill
 America Declares Independence
 George Washington Crosses the Delaware River
 Yorktown: British Army Surrenders

Grades 9-12:

The Stamp Act
 The Townsend Acts
 The Boston Massacre
 The Boston Tea Party
 The Coercive Acts
 The Battles of Lexington and Concord
 The Battle of Bunker Hill
 America Declares Independence
 George Washington Crosses the Delaware River
 Yorktown: British Army Surrenders

Scene or Action #1	Illustration, story, characters, dialogue
Caption	

American Revolution Storyboard

Header: _____ Event Date(s): _____

Scene or Action #2	Illustration, story, characters, dialogue
Caption	

Scene or Action #3	Illustration, story, characters, dialogue
Caption	

Scene or Action #4	Illustration, story, characters, dialogue
Caption	

The American Revolution Doodle Wall (Grades 4-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: RI.4.4, RI.5.4, RH.6-8.4, RH.9-10.4, RH.11-12.4

There are many key terms from the American Revolution that students may not be familiar with. To prepare your students for the play, help students become familiar with these words by creating a doodle wall.

Use a whiteboard or tape a long piece of bulletin board paper to a wall. Write the terms below in a haphazard manner and allow plenty of space between each. Assign 2-3 terms to each student. It is okay that several students will have the same words. Allow students to have some time to look up the meanings for the terms (see resources page for a list of videos, books and links). Give students several sticky notes. On each sticky note, ask them to draw a symbol or an image that describes one of the terms. Students can also opt to write synonyms or descriptive words. If they opt to write instead of draw, encourage them not to write the definition for the word. Once finished, have students put their sticky notes next to their assigned word.

To close the activity, give students extra sticky notes. Have students look at the other terms on the wall. Can anyone guess any additional terms based on their peers' drawings? Can they add extra drawings or synonyms to any that were not assigned to them? Finally, as a class, discuss the terms and what they mean.

Suggested Key Terms

Recommended for grades 4-5

Camp followers
Colony
Continental Army
Militia
Minute Men
Musket
Redcoat
Unalienable rights

Grades 6-8

Camp followers
Colony
Continental Army
First Continental Congress
Militia
Minute Men
Musket
Redcoat
Sons of Liberty
Unalienable rights
The Great Law of Peace

Grades 9-12

6 Nations Confederacy
Camp followers
Colony
Continental Army
East India Trading Company
House of Burgesses
First Continental Congress
House of Commons
Militia
Minute men
Musket
Plan of Union
Redcoat
Sons of Liberty
Stamp Act
Suffolk Resolves
Unalienable rights
The Regulars
The Great Law of Peace



Loyalists vs. Patriots (Grades 4-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1, RI.8.3, SL.9-10.1, SL.11-12.1

To help prepare students for the play, read all or part of the book *If You Lived at the Time of the American Revolution* by Kay Moore (see resources page for a read-aloud YouTube link). As you read or listen, students should pay particular attention to the loyalists and the patriots. Encourage your students to consider the following questions as you read the book:

- What were the differences between the loyalists and the patriots?
- What were the similarities between the loyalists and the patriots?
- Who were some famous loyalists and patriots?
- What did each side believe in?
- How were the lives of the loyalists and patriots different after the war?
- Additional comparisons

Loyalist – a colonist who supported the crown/king of England

Patriot – a colonist who rejected British rule over the colonies during the American Revolution

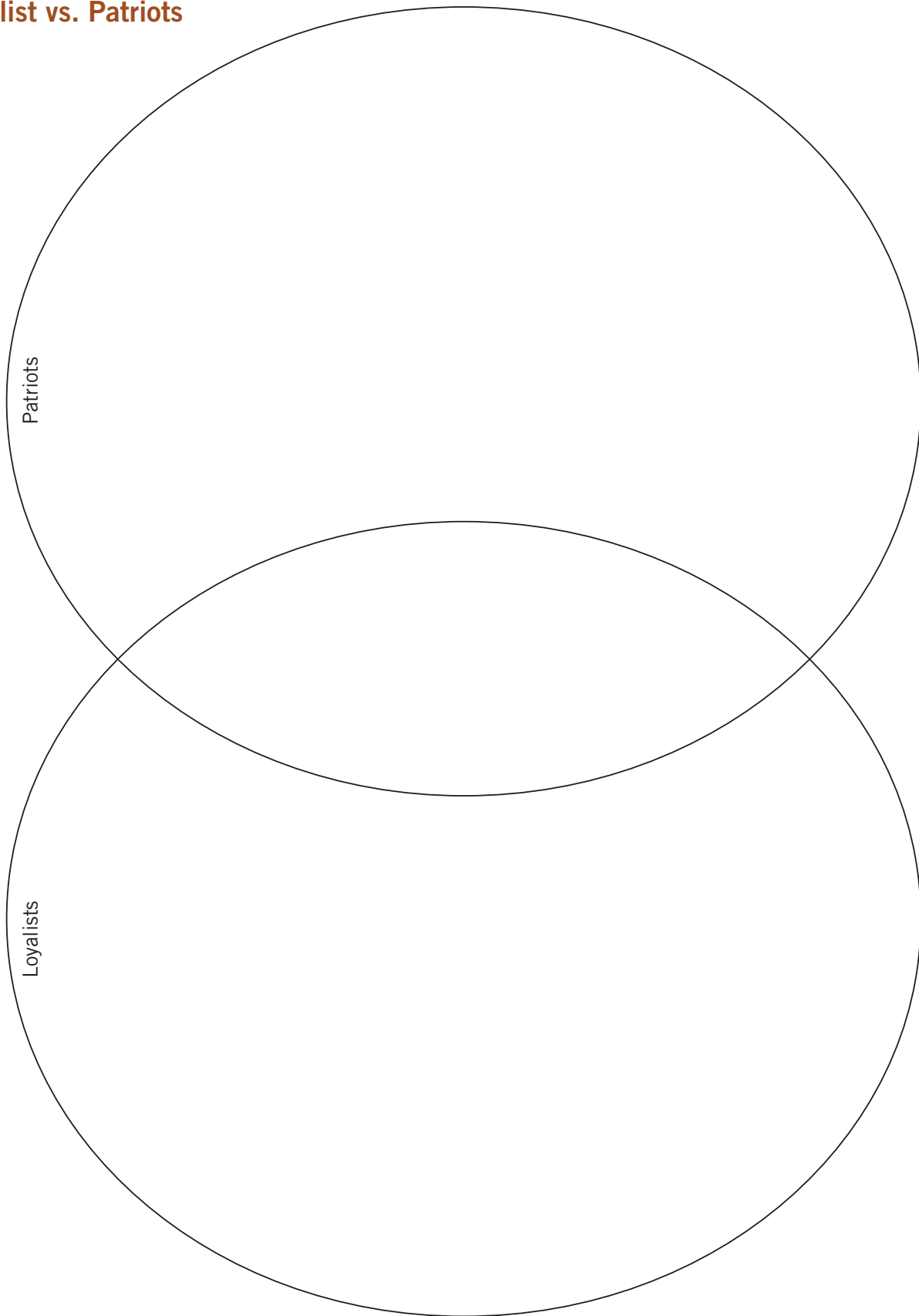
Modification for Older Students:

Instead of reading the book, have students watch the short video clip titled “History Brief: Patriots and Loyalists,” and answer the same questions (see resources page for link). They may need to conduct additional research.

Use the Venn-Diagram on the following page to facilitate a discussion comparing the two sides.



Loyalist vs. Patriots



■ POST-SHOW ACTIVITIES

We Hold These Truths (Grades 4-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Social Studies: AH.FD.4, AG.RP.14, AG.RP.15, MWH.AE.6

English/Language Arts: SL.4.1, W.4.2, W.4.4, SL.5.1, W.5.2, W.5.4, SL.6.1, W.6.2, W.6.4, SL.7.1, W.7.2, W.7.4, SL.8.1, W.8.2, W.8.4, SL.9-10.1, W.9-10.2, W.9-10.4, SL.11-12.1, W.11-12.2, W.11-12.4

America's founders outlined unalienable rights in the Declaration of Independence, as including "life, liberty, and the pursuit of happiness." These rights were considered inherent in all persons and introduced in essays by the Enlightenment philosopher John Locke, whose ideas, along with those of other thinkers during the enlightenment helped frame the foundation of our government today. Today, unalienable rights are often referred to simply as "human rights." Since its founding and today, the world is still further defining what qualifies as these innate human rights and how our political process protects those rights from undue governmental interference.

Give each student a piece of paper and a marker or pen. Ask each student to write at the top: "I hold these truths to be self-evident." Define self-evident for students as "clearly true and requiring no proof or explanation." The students, like Thomas Jefferson, will write their own Declaration of Independence. Have students consider what rights they think every person should have and what rights are necessary for groups of people to live together peacefully.

Then, make a classroom declaration. At the top of a poster or whiteboard, write "We Hold These Truths to be Self-Evident." Have each student write one of their rights on the poster and then sign their name.

Continuing conversations for older students –

- What responsibilities, if any, do citizens have to help define how people use, maintain and respect their rights, and the rights of others?
- Should different communities have different rights? Families, classrooms, schools, cities, countries? Why or why not?
- The United States has struggled with the extension of rights in the past, resulting in constitutional amendments and pivotal Supreme court rulings. Can students recall any of these occurrences, and what rights were being fought for? Are there any rights that still need increased protection?
- What are some challenges to human rights throughout the world? How do beliefs of these rights vary through different governmental systems?



George Washington's Spies (Grades 4-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: W.4.8, W.5.8, W.6.8, W.7.8, W.8.8, W.9-10.8, W.11-12.8

Fine Arts: Drama: 4.6PR, 5.1PR, 6.2PR, 7.1PR, 8.1PR, I.3PR

Social Studies: 4.His.2, 7.His.1, 8.His.1, 8.His.7

George Washington. Benjamin Franklin. Paul Revere. Alexander Hamilton. King George III. These are all names that come to mind when discussing the American Revolution. Though they are not as well-known, spies were instrumental in helping the Colonists win their independence. This activity will help students to learn more about the brave people who risked their lives to help General George Washington.

Students will learn about a spy by either reading a story, watching a YouTube read-aloud or researching information online about their selected spy (please see resources page for book and video recommendations). Suggested spies for students to research include:

- Anna Strong
- James Armistead Lafayette
- Anne Bates
- Robert Townsend
- Abraham Woodhull
- Austin Roe
- Benjamin Tallmadge
- Nathan Hale

As they research their spy, have them consider the following questions:

Who was this person?

How did he/she impact the American Revolution?

Why did he/she become a spy?

How did he/she communicate secret information?

After they have researched their spy, have them create a one-pager by using the template on the following page. Ask students to also compile a list of sources used in their research.



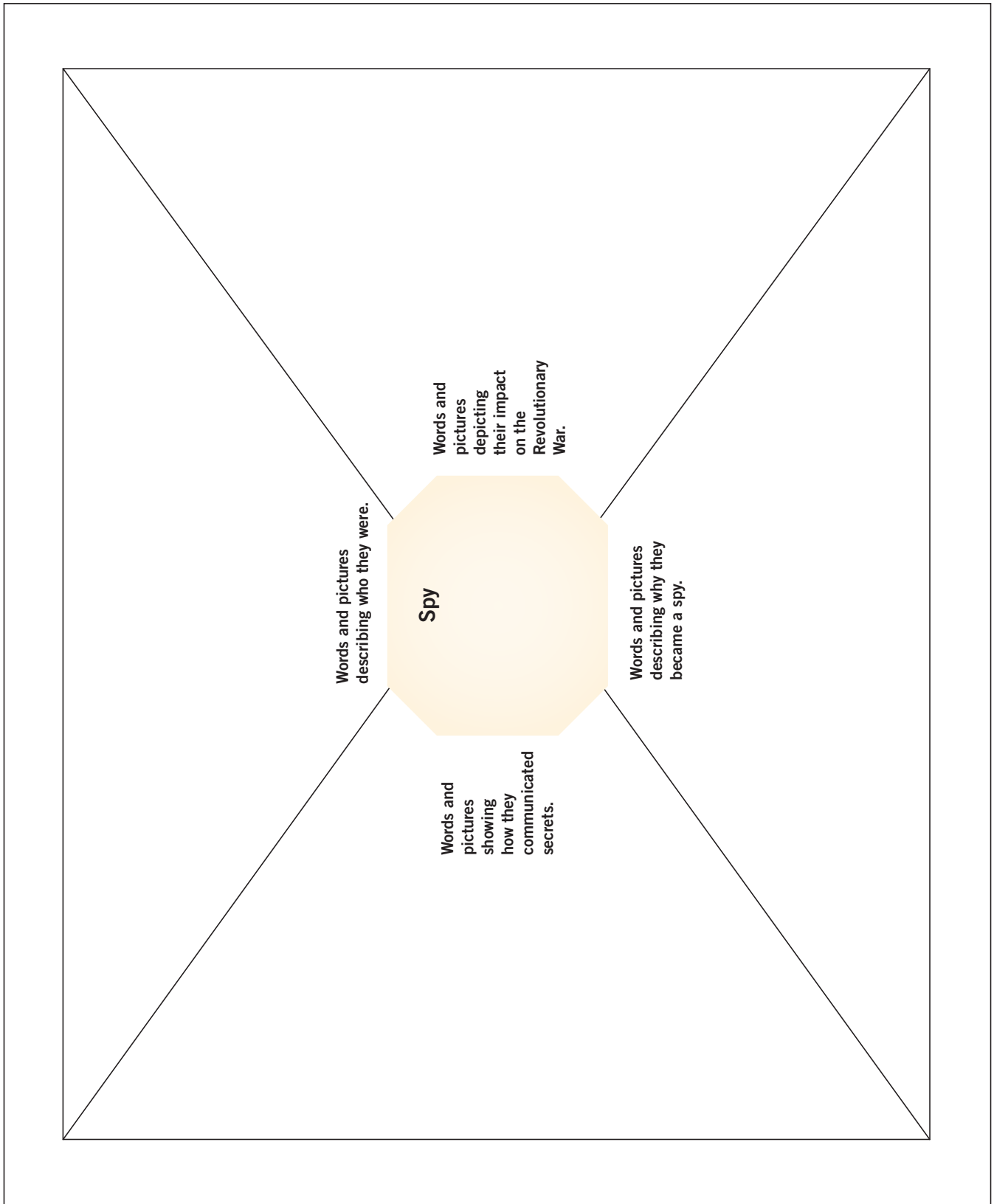
Optional Extension: George Washington's Spies Podcast

If time permits, have students create a podcast series on George Washington's spies. Divide your class into groups. All students who researched Anna Strong should be in one group. Students who researched Nathan Hale should be in another group, and so on. As a group, students will create a podcast. First, they will need to decide who the host is. Next, they will need to decide if they will have one person acting as the spy, or if they will take a creative angle such as having the host interview 'witnesses' to the spy. For example, the host might interview Anna Strong as well as her husband and the members of the Culper Ring.

After students have decided on the characters that they will interview, have them create a list of questions that the host will ask. Students will want to write responses as well. Once this list has been created, allow your students to practice their interview. Remind them that they should not read from the interview questions and answers, but rather, their podcast should be conversational. This conversation should be interesting and engaging for their audience, but also provide sources for their researched information. When students are happy with their performance, they can record their podcast. Compile all completed podcasts together to create a series.

Note: If recording devices are not available, students can perform a 'live' podcast for the class.

George Washington's Spies



Critical Thinking Questions (Grades 4-12)

The Ohio Learning Standard below is addressed in the following Post Show Activity:

English/Language Arts: SL.4.1, SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

Social & Emotional Learning: C1.2.b, C1.2.c, C1.2.d

Social Studies: 8.His.6

Reflection is a crucial component of critical thinking and often where the 'ah-ha' moments occur. Spend some time reviewing pivotal events and significant figures of the American Revolution by returning to the Key Terms & Events section of this guide, or through the research your students may have done in the other pre- and post-show activities. Then, take some time to reflect on the play with your students. Hold a class discussion, using the following questions.

Some of the questions might be sensitive for your students due to current events within our country. It is important to establish rules for civil discourse with students, and emphasis the importance of remaining respectful.

1. What are your reactions to the play?
2. How did the actors utilize their space, voices, costumes and movements to tell their story?
3. Which key people and events were portrayed in the play?
4. What does it mean to be free?
5. What does freedom mean to you?
6. Is everyone in America free?
7. What events and ideas led to the Revolutionary War?
8. What event triggered the start of the American Revolution? How?
9. Why did some people support independence while others favored remaining loyal to Great Britain?
10. When was the turning point of the war? What event caused the turning point?
11. How did the Revolutionary War end?
12. Who was free after the Revolutionary War ended?



3-2-1 Reflection (Grades 4-12)

The Ohio Learning Standards listed below are addressed in the following Post-show Activity:

English/Language Arts: W.4.8, W.5.8

Fine Arts: Drama: 4.4RE, 5.3RE, 6.1RE, 7.3RE

Allow your students to have some time to express their thoughts on the play by using the 3-2-1 reflection template. Have students discuss three things that they learned, two things that they found interesting, and one

opinion that they have about the play. Their responses should be in complete sentences. Have students share differing opinions with the class and discuss their reasonings why.

Three things that I learned:		
Two things that I found interesting:		
One opinion that I have, and why:		

RESOURCES

READING



Spies of the American Revolution Activity

Anna Strong: A Spy During the American Revolution.
Written by: Sarah Glenn Marsh.
Illustrated by: Sarah Green.

A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent
Written by: Anne Rockwell.

Nathan Hale: Patriot Spy. Written by: Aaron Derr.
Illustrated by: Tami Wicinas.

Spies in the American Revolution for Kids: A History Book (Spies in History for Kids). Written by Carla Killough McClafferty.

General books on the American Revolution

Founding Mothers. Written by Cokie Roberts. Ages 7-12

If You Lived at the Time of the American Revolution.
Written by Kay Moore (Scholastic, 1998)

Johnny Tremain. Written by Ester Forbes. Ages 9-12.

My Brother Sam is Dead. Written by James Lincoln Collier and Christopher Collier. Ages 12+

The Fifth of March: A Story of the Boston Massacre.
Written by Ann Rinaldi. Ages 12-14

The U.S. Constitution and the Great Law of Peace: A Comparison of Two Founding Documents. Comparison by Gregory Schaaf, Ph.D.

The Way Lies North. Written by Jean Rae Baxter. Ages 13-16.

WEB



Spies of the American Revolution

Anna Strong: A Spy During the American Revolution.
<https://youtu.be/MwYB3d9g2qs> (Read-aloud)

A Spy Named James.
<https://youtu.be/nWuXsa1qvNg> (Read-aloud)

Patriots and Loyalists

History Brief: Patriots and Loyalists
<https://youtu.be/LZ5IPeyBJmg>

If You Lived at the Time of the American Revolution (Read-aloud)
<https://www.youtube.com/watch?v=MXgYoDVgSkI>

School House Rock videos on the American Revolution:

- The Shot Heard Round World” <https://youtu.be/fJxRWgbIE-4>
- “No More Kings” <https://www.youtube.com/watch?v=PBBTFOWg7dY>
- Fireworks: <https://www.youtube.com/watch?v=ZTYOV8GaeFI>

General Internet Resources on the American Revolution

The American Revolution Webquest
<http://questgarden.com/63/99/1/080415075239/t-index.htm>

Ducksters-Background information on the Revolutionary War
http://www.ducksters.com/history/american_revolution/daily_life_during_the_revolutionary_war.php

Hamilton Documentary – PBS
<http://www.pbs.org/wnet/gperf/hamiltons-american-documentary/5048>

How the Iroquois Great Law of Peace Shaped U.S. Democracy
<https://www.pbs.org/native-america/blogs/native-voices/how-the-iroquois-great-law-of-peace-shaped-us-democracy/>

Liberty! – A PBS series on the American Revolution
<http://www.pbs.org/ktca/liberty>

Revolutionary War Webquest
<http://revolutionarywarwebquestcampbell.weebly.com/research.html>

The Road to Revolution Game
<http://www.pbs.org/ktca/liberty/road.html>

The Pritzker Military Museum and Library
<http://www.pritzkermilitary.org/>

CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	4	The American Revolution Doodle Wall	12
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Loyalists vs. Patriots We Hold These Truths Critical Thinking Questions	13 15 18
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4	The American Revolution Storyboard	10
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4	We Hold These Truths	15
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4	We Hold These Truths	15
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	4	The American Revolution Storyboard George Washington's Spies; 3-2-1 Reflection	10 16 19
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	5	The American Revolution Doodle Wall	12
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Loyalists vs. Patriots We Hold These Truths Critical Thinking Questions	13 15 18
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5	The American Revolution Storyboard	10
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5	We Hold These Truths	15
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5	We Hold These Truths	15
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize and paraphrase information in notes and finished work and provide a list of sources.	5	The American Revolution Storyboard George Washington's Spies 3-2-1 Reflection	10 16 19

SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on others' ideas and expressing their own clearly.	6	Pre-show Video Workshop #2 Loyalists vs. Patriots We Hold These Truths Critical Thinking Questions	9 13 15 18
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6	The American Revolution Storyboard	10
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	6	We Hold These Truths	15
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6	We Hold These Truths	15
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.	6	The American Revolution Storyboard George Washington's Spies	10 16
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	6-8	The American Revolution Doodle Wall	12
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	7	Pre-show Video Workshop #2 Loyalists vs. Patriots We Hold These Truths Critical Thinking Questions	9 13 15 18
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7	We Hold These Truths	15
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7	We Hold These Truths	15
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	7	The American Revolution Storyboard George Washington's Spies	10 16
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	8	Loyalists vs. Patriots	13

SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	8	Pre-Show Video Workshop #2 Loyalists vs. Patriots Critical Thinking Questions We Hold These Truths	9 13 18 15
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	8	We Hold These Truths	15
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8	We Hold These Truths	15
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.	8	The American Revolution Storyboard George Washington's Spies	10 16
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	9-10	The American Revolution Doodle Wall	12
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	9-10	Pre-show Video Workshop #2 Loyalists vs. Patriots We Hold These Truths Critical Thinking Questions	9 13 15 18
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.	9-10	We Hold These Truths	15
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-10	We Hold These Truths	15
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	9-10	The American Revolution Storyboard George Washington's Spies	10 16
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	11-12	The American Revolution Doodle Wall	12

SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	11-12	Pre-show Video Workshop #2 Loyalists vs. Patriots We Hold These Truths Critical Thinking Questions	9 13 15 18
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.	11-12	We Hold These Truths	15
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12	We Hold These Truths	15
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	11-12	The American Revolution Storyboard George Washington's Spies	10 16

Fine Arts

Standard	Description	Grade	Activity	Page
Dance.4.2PR	Invent multiple solutions to movement prompts, improvisations and dance compositions by varying aspects of space, time or energy	4	Pre-show Video Workshop #1	8
Dance.4.5PR	Apply and combine the elements of dance to express ideas, feelings, moods and personal narratives	4	Pre-show Video Workshop #1	8
Drama.4.2PR	Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities	4	Pre-show Video Workshop #1	8
Drama.4.3PR	Create a variety of improvisations based on a dramatic theme.	4	Pre-show Video Workshop #1	8
Drama.4.6PR	Use problem-solving and cooperative skills to dramatize stories, historical events or concepts from Ohio history.	4	George Washington's Spies	16
Drama.4.1RE	Explain how manipulation of dramatic and theatrical elements brings about changes in performances	4	Pre-show Video Workshop #2	9
Drama.4.4RE	Justify personal opinions about a play or theatrical experience	4	3-2-1 Reflection	19
VisArts.4.1RE	Identify qualities that contribute to the design and meaning of their artworks and the works of others.	4	Pre-show Video Workshop #2	9

Dance.5.5PR	Use formal and informal compositional structures in choreography and improvisation	5	Pre-show Video Workshop #1	8
Drama.5.1PR	Use sensory and memorization skills to create a character's movement and voice in comedic and dramatic situations, scripted and improvised.	5	George Washington's Spies	16
Drama.5.4PR	Work cooperatively in different roles or jobs within a dramatic and theatrical experience.	5	Pre-show Video Workshop #1	8
Drama.5.1RE	Examine and discuss the aesthetic qualities in dramatic and theatrical works.	5	Pre-show Video Workshop #2	9
Drama.5.3RE	Identify factors that contribute to diverse opinions about a play or theatre experience.	5	3-2-1 Reflection	19
Dance.6.5PR	Demonstrate how to dance with a supporting partner or group.	6	Pre-show Video Workshop #1	8
Drama.6.3CE	Discuss how history and culture affect the production style and performance of plays.	6	Pre-show Video Workshop #2	9
Drama.6.5CE	Compare and contrast the creative processes of other art forms (e.g., dance, music, visual and media arts) to those of drama and theatre.	6	Pre-show Video Workshop #2	9
Drama.6.2PR	Construct a scripted or improvised scene with developed characters that uses a plot curve.	6	George Washington's Spies	16
Drama.6.1RE	Express and compare personal reactions to comedy, tragedy and other dramatic forms.	6	3-2-1 Reflection	19
Drama.6.3RE	Explain how changes in a production concept (such as time period or modernization) would alter the presentation of a work	6	Pre-show Video Workshop #2	9
Drama.7.2CE	Compare and contrast the basic principles and elements of various theatrical styles (e.g., comedy, drama, tragedy and farce).	7	Pre-show Video Workshop #2	9
Drama.7.5CE	Research the roles and responsibilities of performing and technical artists in drama, theatre, film, video and media.	7	Pre-show Video Workshop #2	9
Drama.7.1PR	Construct a scripted or improvised scene that uses a plot curve with developed characters and vivid dialogue.	7	George Washington's Spies	16
Drama.7.2PR	Explore and dramatize the principles of composition to create a stage environment by blocking the scripted action and stage positions of the characters.	7	Pre-show Video Workshop #1	8
Drama.7.4PR	Examine and demonstrate how theatrical artists (e.g., actors, directors, playwrights) conceptualize and convey an idea or message.	7	Pre-show Video Workshop #2	9
Drama.7.3RE	Determine the effectiveness of a given art form in communicating an idea or concept.	7	3-2-1 Reflection	19
VisArts.7.2PE	Identify professions that use artistic skills and problem-solving	7	Pre-show Video Workshop #2	9

Drama.8.5CE	Recognize the responsibilities and collaborative nature among actors, director, stage manager, production staff, audience, playwright and marketing staff.	8	Pre-show Video Workshop #1	8
Drama.8.1PR	Develop various characters using appropriate voice, posture, movement and language to reveal a conflict and develop a resolution.	8	George Washington's Spies	16
Drama.8.4PR	Integrate dance, visual art or music into a dramatic or theatrical piece to convey an idea, concept or story.	8	Pre-show Video Workshop #1	8
Drama.8.4RE	Explain how scenery, costumes and lighting effects work together to affect an audience.	8	Pre-show Video Workshop #2	9
VisArts.8.4PE	Understand how social, cultural and political factors affect what contemporary artists and designers create.	8	Pre-show Video Workshop #2	9
Dance.B.1PR	Explore a variety of improvisational techniques in order to generate original movement material.	9-12	Pre-show Video Workshop #1	8
Dance.B.4PR	Explore interdisciplinary ideas to support and inspire the choreographic process.	9-12	Pre-show Video Workshop #1	8
Dance.I.3PR	Create and perform a dance that demonstrates a variety of complex movement sequences and the ability to collaborate with an ensemble.	9-12	Pre-show Video Workshop #1	8
Drama.I.3PR	Write and act out a dramatic or tragic scene	9-12	George Washington's Spies	16
Drama.II.2PR	Demonstrate the collaborative skills necessary for producing a scene with an ensemble.	9-12	Pre-show Video Workshop #1	8
Drama.II.5PR	Integrate other arts forms and academic disciplines in a dramatic or theatrical activity	9-12	Pre-show Video Workshop #1	8

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
C1.2.b	Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful.	3-5	Critical Thinking Questions	18
C1.2.c	Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ.	6-8	Critical Thinking Questions	18
C1.2.d	Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.	9-12	Critical Thinking Questions	18

Social Studies

Standard	Description	Grade	Activity	Page
4.His.2	Primary and secondary sources can be used to create historical narratives.	4	Pre-show Video Workshop #2 The American Revolution Storyboard George Washington's Spies	9 10 16

4.His.4	The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.	4	Pre-show Video Workshop #2	9
4.Gov.15	Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	4	Pre-show Video Workshop #2	9
4.Gov.17	Laws can protect rights, provide benefits and assign responsibilities.	4	Pre-show Video Workshop #2	9
4.Gov.18	The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.	4	Pre-show Video Workshop #2	9
5.Gov.12	Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	5	Pre-show Video Workshop #2	9
6.His.1	Multiple tier timelines can be used to show relationships among events and places.	6	The American Revolution Storyboard	10
6.Geo.5	Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.	6	Pre-show Video Workshop #2	9
6.Gov.9	Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.	6	Pre-show Video Workshop #2	9
7.His.1	Historians and archeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.	7	George Washington's Spies	16
7.Gov.16	Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.	7	Pre-show Video Workshop #2	9
8.His.1	Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	8	Pre-show Video Workshop #2 The American Revolution Storyboard George Washington's Spies	9 10 16
8.His.3	Competition for control of territory and resources in North America led to conflicts among colonizing powers.	8	Pre-show Video Workshop #2	9
8.His.5	The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.	8	Pre-show Video Workshop #2	9

8.His.6	Key events and significant figures in American history influenced the course and outcome of the American Revolution.	8	Pre-show Video Workshop #2 Critical Thinking Questions	9 18
8.His.7	The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	8	Pre-show Video Workshop #2 George Washington's Spies	9 16
8.Gov.20	Active participation in social and civic groups can lead to the attainment of individual and public goals.	8	Pre-show Video Workshop #2	9
8.Gov.23	The U.S. Constitution protects citizens' rights by limiting the powers of government.	8	Pre-show Video Workshop #2	9
AH.HT.1	The use of primary and secondary sources of information includes an examination of the credibility of each source.	9-12	The American Revolution Storyboard	10
AH.FD.4	The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.	9-12	We Hold These Truths	15
AG.BPC.5	As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.	9-12	Pre-show Video Workshop #2	9
AG.BPC.10	Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.	9-12	Pre-show Video Workshop #2	9
AG.CP.3	Issues can be analyzed through the critical use of credible sources.	9-12	Pre-show Video Workshop #2	9
AG.CP.4	The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.	9-12	Pre-show Video Workshop #2	9
AG.RP.14	In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.	9-12	Pre-show Video Workshop #2 We Hold These Truths	9 15
AG.RP.15	Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	9-12	Pre-show Video Workshop #2 We Hold These Truths	9 15
AH.CI.2	Political parties, interest groups and the media provide opportunities for civic involvement through various means.	9-12	Pre-show Video Workshop #2	9
MWH.AE.6	Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.	9-12	We Hold These Truths	15