The American Revolution

Grade Level: Fourth Grade

Presented By: Lorri Jackson, Roscoe Wilson, Lubbock, TX

Length of Unit: 4-6 Weeks

I. ABSTRACT

This unit is a study of the French and Indian War and a detailed focus on the American Revolution. Studies will explain the American government based on a Constitution: the debates and difficulties in creating a system of constitutional government and main features of the Constitution. Also covered: Early presidents and politics, Antebellum reformers, and reform movements.

II. OVERVIEW

A. Concept Objectives:
   1. Understand the significance of place.
   2. Develop a sense of historical empathy.

B. Content:
   1. French and Indian War
   2. America Revolution
   3. Constitution

C. Skill Objectives:
   1. See individual lessons

III. BACKGROUND KNOWLEDGE

A. For Students:
   1. Mapping skills
   2. familiarity of exploration
   3. Time
   4. Prior American History Units

IV. RESOURCES

A. Teacher Resources

B. Student Resources
ISBN # 0-590-45160-X 
7. Penner, Lucille Recht, The Liberty Tree: The Beginning of the American Revolution, 

V. LESSONS
Lesson One: The Thirteen Original Colonies
A. Daily Objectives:
1. Lesson Content
   a. Thirteen original colonies
2. Concept Objective:
   a. Understand the significance of place.
3. Skill Objective:
   a. Locate and learn the thirteen original colonies on a map.
   b. Discuss the settlements and important facts surrounding these colonies
B. Materials
1. Map of the Thirteen Colonies (See Appendix B)
2. Study guide of the “Important Facts” (See Appendix A)
C. Key Vocabulary
1. New England Colonies
2. Mayflower
3. Pocahontas
4. John Rolfe
D. Procedures/Activities
1. Introduce the Unit with a photo of Columbus.
2. Explain that seventy years after his voyages, the colonies became an important issue.
3. Use a map to inform children of the area of discussion.
4. Present the “Study Guide” (Appendix A)
5. Discuss the founders of the colonies, the dates of settlement, and the important facts.
6. Distribute a map to each child and have him color code the colonies into New England, 
   Middle Colonies, and Southern Colonies. (See Appendix B)
7. Teach students to name the colonies with the graphic organizer and the summary of the 
   sketch. (See Appendix B-2 and B-3)
E. Evaluation/Assessment
1. The Thirteen Colonies Map (Appendix B) –Map Skills Identification.
2. Lead children in a game of Revolutionary Body Parts (Appendix C)

Lesson Two: Living in Colonial Times
A. Daily Objectives
1. Lesson content
   a. Colonial Times
2. Concept Objectives
   a. Understand the significance of place.
   b. Develop a sense of historical empathy.
3. Skill Objectives:
   a. Students will explore the differences between life in the colonial era.
   b. Compare and contrast life of then and now.(You may wish to use a Venn Diagram-This 
      could easily be used to write a compare/contrast paper or even a narrative- students 
      could venture back in time through a time machine.)
   c. Have students read “School Days.”
d. Have students write a two-lined rhyme for each letter of the alphabet like *The New England Primer* (Appendix C2).
e. Have students create a class big book and place in the library for others to enjoy.

B. Materials
1. Colonist Home Pattern (Appendix D)
2. The Art of Quilting (Appendix E)
3. Colonial Bonnet & Tricorne Hat (Appendix F & G)
4. A copy of *...If You Lived in Colonial Times*
5. Then and Now chart (Appendix H)
6. Handout of Paperdolls (Appendix I)

C. Key Vocabulary-

D. Procedures/Activities
1. Read aloud *...If You Lived in Colonial Times* p.8-25.
2. Discuss the things that are very different now.
3. Complete the "Then and Now" chart with the children (Appendix H).
4. Have children rotate through stations to make the following: Tricorne hat, colonial bonnet, quilting pattern, first home (Appendix D, E, F, G)
5. Summarize the interesting information the students have discovered.
6. Have students design clothing for a colonial paper doll boy or girl. (Appendix I)
7. Have students draw a picture of himself outside his house. Write a brief description of the rooms and furnishings. Describe your favorite room in detail.
8. Have students use graph paper to draw a diagram of his/her farm, neighborhood, or frontier settlement.

Lesson Three: The Liberty Tree

A. Daily Objectives:
1. Lesson Content:
   a. French War
   b. Indian War
2. Concept Objectives:
   a. Understand the significance of place.
   b. Develop a sense of historical empathy.
3. Skill Objectives:
   a. Explain the relationship between Britain and the French.

B. Materials
1. A copy of *The Liberty Tree*.
2. Construction paper of two colors (cut into 1” by 6” strips).

C. Key Vocabulary
1. Treaty of Paris
2. King George III

D. Procedures/Activities
1. Read to the children from *The Liberty Tree*, pp.4-5.
2. Discuss the French and Indian War.
3. Have students list "causes" on one color of the strips and "effects" on the other color. The strips will be "linked" together to create a "cause and effect chain."
   a. Examples of "Causes":
      1. Native Americans were afraid they would lose land to the British.
      2. British colonist wanted to take over French lands to make money in fur trades.
      3. The war was very expensive for all.
   b. Examples of "Effects"
      1. Tension in the colonies began to increase.
2. France lost most of its power in N. America.
3. Britain placed colonies under strict control and began taxing them heavily.

E. Evaluation/Assessment
1. Write a diary entry from the point of view of an Indian or a British soldier involved.

Lesson Four: “Taxation Without Representation”

A. Daily Objectives
1. Lesson content:
   a. British Taxation of the Colonists
2. Concept Objective:
   a. Develop a sense of historical empathy.
3. Skill Objectives:

B. Materials
1. A copy of “The Story of John Robinson and the ‘Polly’”
2. “Catch a Tea Smuggler,” game (Appendix J)
3. Copies of “Tax and Be Taxed.” (Appendix K)
4. The Liberty Tree, pages 6-11.
5. A rubber stamp
6. Bags of pennies

C. Key Vocabulary
1. Taxation without representation
2. Redcoats
3. The Stamp Act
4. The Navigation Act
5. The Townshend Act
6. The Sons of Liberty
7. British Parliament
8. The Sugar Act
9. The Quartering Act

D. Procedures/Activities
1. Read and discuss the “Sneaky Taxes” from The Liberty Tree.
2. Select the game of your choice and explain the game to the students .(Appendix and K) Allow playing time.
3. Discuss these taxes and how the children feel about this situation.
4. Have the students design posters in small groups illustrating these acts.

E. Evaluation/Assessment:
1. Children will do mini-presentations of these acts in small clusters.
2. The teacher may want to have “Stamp Act for a Day.” Each child is given a small bag of pennies. Each sheet of paper the child uses during the day is taxed. The children will get a real feeling for taxation.

Lesson Five : Taxation, Lobsterbacks, and Retaliation

A. Daily Objectives:
1. Lesson Content:
   a. Events leading to the Boston Massacre
2. Concept Objective:
   a. Develop a sense of historical empathy
3. Skill Objectives:

B. Materials
1. Material on the punishment of “tarring and feathering.”
C. Key Vocabulary
1. John Hancock
2. Ebenezer McIntosh
3. Andrew Oliver

D. Procedures /Activities:
1. Read material to the students.
2. Discuss the punishment given to those who did not meet the approval of the angered colonist.
3. Have children show on drawing paper four ways colonists were revealing their frustration and hostility. (Tar and Feather, Wearing, black armbands, refusal to purchases shipped goods, drawing skull and crossbones, etc.).
4. Have students come up with the top ten reasons for not wishing to be a “Lobsterback.”

E. Evaluation/Assessment
1. Group sharing of sketches and lists.

Lesson Six: The Boston Massacre
A. Daily Objectives:
1. Lesson Content:
   a. The Massacre
2. Concept Objective:
   a. Develop a sense of historical empathy
3. Skill Objective:
B. Materials:
2. Costumes (Optional-Make them simple.)
C. Key Vocabulary
1. Crispus Attucks
2. Hugh Montgomery
3. Matthew Kilroy
D. Procedures/Activities
1. Assign parts to the play. Have children practice and prepare.
2. Present play.
3. Discuss the event with the students.
E. Evaluation/Assessment
1. Have children write a brief summary of this account.

Lesson Seven:
A. Daily Objectives:
1. Lesson content:
   a. The Boston Tea Party
2. Concept Objective:
   a. Develop a sense of historical empathy
3. Skill Objectives:
   a. Children will understand what actually occurred.
   b. Children will understand what resulted from this event in history.
B. Materials
1. Background information about The Boston Tea Party.
2. Dictionaries
Lesson Eight: The Declaration of Independence

A. Daily Objectives
   1. Lesson Content:
      a. Continental Congress
   2. Concept Objective:
      a. Develop a sense of historical empathy.
   3. Skill Objectives:
      a. Children will understand the formation of the Continental Congress and its purpose.

B. Materials:
   1. quill feathers- can be any kind of feathers
   2. bottled ink
   3. Salem Sentinel sheet
   4. white paper and crayons

C. Key Vocabulary
   1. Delegates
   2. Independence
   3. Congress
   4. Continental
   5. Pamphlet
   6. Repeal
   7. Treason
   8. Preamble
   9. Archive

D. Procedures/Activities
   1. Share information about the First Continental Congress with students.
   2. Watch musical video, 1776, about the signing of the Declaration of Independence.
   3. Have children create a picture book of Thomas Jefferson and the significant events in his life.

E. Evaluation/Assessment:
   1. Have students pretend to be reporters from the Salem Sentinel.
   2. Have the students write with feather pens about the Continental Congress meeting in Independence Hall.
Lesson Nine: Benjamin Franklin
A. Daily Objectives:
   1. Lesson content:
      a. Benjamin Franklin
   2. Concept Objective:
      a. Develop a sense of historical empathy
   3. Skill Objective:
      a. Establish the importance and influence of Ben Franklin.
B. Materials:
   1. Encyclopedia
   2. Information on Ben Franklin
C. Key Vocabulary
   1. Scholar
   2. Inventor
D. Procedures/Activities
   1. Share information about the life of Benjamin Franklin. Use picture books or other
      resources.
   2. Discuss Ben Franklin’s Poor Richard’s Almanac. Explain is use of such expressions as,
      “The early bird catches the worm,” and “A penny saved is a penny earned.” Have students
      create their own wise words for anything they wish such as- homework, school lunch,
      candy, a sport, etc.
E. Evaluation/Assessment:
   1. The Benjamin Franklin Crossword puzzle. (See Appendix N)

Lesson Ten: Spies
A. Daily Objectives:
   1. Lesson Content:
   2. Concept Objective:
      a. Develop a sense of historical empathy.
   3. Skill Objectives:
      a. To understand why spies played a role in early American History.
B. Materials:
   1. Sample of a cipher
   2. Materials for invisible ink (Appendix O)
   3. Crack the Code (Appendix P)
C. Key Vocabulary:
   1. Disguise
   2. Treason
   3. Debt
   4. Cipher
   5. Benedict Arnold
   6. Nathan Hale
   7. Ann Bates
   8. Lydia Darragh
   9. Lieutenant Charles Darragh
D. Procedures/Activities
   2. Share a sample cipher.
   3. Have children define Key terms. Have children write hidden messages with “invisible ink.”
E. Evaluation/Assessment
   1. Have children complete Crack the Code.
Lesson Eleven: One if by Land, Two if by Sea

A. Daily Objectives:
   1. Lesson content:
      a. Paul Revere
   2. Concept Objective:
      a. Develop a sense of historical empathy.
   3. Skill Objectives:
      a. To understand the role Paul Revere played in the American Revolution.

B. Materials:
   1. Information on Paul Revere
   2. Map of Revere’s route
   3. A copy of Paul Revere’s Ride (Appendix R)
   4. Worksheet- The Spirit of Freedom Grows (Appendix S)

C. Key Vocabulary
   1. Patriots
   2. Samuel Adams
   3. John Hancock
   4. Williams Dawes
   5. Dr. Sam Prescott
   6. George Grenville
   7. Patrick Henry
   8. Crispus Attucks

D. Procedures/Activities
   1. Read and discuss the meaning of the “midnight ride.”
   2. Illustrate each portion of the poem. Place these in sequential order to demonstrate understand of Longfellow’s words.
   3. Write an acrostic for the words, “Paul Revere.” (Appendix T)
   4. Read and discuss, “The Spirit of Freedom Grows.”
   5. Display Picture from the ride. (Found in Teaching American History with Art Masterpieces.)
   6. You may wish to consider writing a bio-poem for one of the major “characters” involved in the American Revolution. (Appendix T)
   7. Design Business cards (Appendix U)

E. Evaluation/Assessment
   1. Have students respond to the thoughts of: Why did Paul Revere ride like he did? Would you have done the same? Why? Why not? How do you think Paul Revere felt as he rode?
   2. Have students memorize sections of “The Midnight Ride.” Have them recite it out loud and share sketch the meaning of his/her lines. Do it in group formation as an oral presentation.

Lesson Twelve: The Shot Heard ‘Round the World.

A. Daily Objectives:
   1. Lesson Content:
   2. Concept Objective:
      a. Understand the significance of place.
      b. Develop a sense of historical empathy.
   3. Skill Objectives:
      a. Children will understand the initial events of the actual war.
Lesson Thirteen: Women at War

A. Daily Objectives:
1. Lesson Content:
2. Concept Objective:
   a. Develop a sense of historical empathy.
3. Skill Objective:
   a. To help students understand that American women didn’t just exist in these times
      but that they strongly supported the cause of Liberty.
   b. To have children form an opinion and defend it.

B. Materials
1. The Liberty Tree p.32-33
2. Women in Battle (Appendix BB)
3. Heroic Women (Appendix CC)
4. Sybil’s Ride (Appendix DD)

C. Key Vocabulary
1. Heroine
2. Untraditional
3. Assemble
Lesson Fourteen: The Declaration of Independence - Part A.

A. Daily Objectives:
1. Lesson Content:
   a. Thomas Jefferson
   b. The Declaration of Independence
2. Concept Objective:
   a. Develop a sense of historical empathy
3. Skill Objective:
   a. Help students understand the Declaration of Independence.

B. Materials
1. Colored marking pens
2. Red or blue butcher paper
3. White construction paper
4. Pencils
5. Glue

C. Key Vocabulary
1. Engrossed
2. Independence

D. Procedures/Activities
1. Share the information of Thomas Jefferson and how he wrote the document in about two weeks.
2. Create several examples of handwriting with flourishes on the letters on the chalkboard.
3. Each student signs his or her name on the sheet of white paper.
4. Use pencil first so that fancy flourishes can be added.
5. Decorate the signature with colored markers.
6. Glue the signature sheets to the butcher paper.
7. Display on a classroom door or wall.
Lesson Fifteen: The Declaration of Independence - Part B

A. Daily Objectives:
   1. Lesson content:
      a. Declaration of Independence
   2. Concept Objective:
      a. Develop a sense of historical empathy.
   3. Skill Objective:
      a. continue new knowledge about the document.
      b. understand the conditions that brought about the Declaration of Independence.

B. Materials
   1. 12” x 18” sheets of red, white, and blue construction paper
   2. White shelf paper
   3. Black markers
   4. Pens
   5. Scissors
   6. Stapler
   7. Glue
   8. Copies of the Declaration of Independence

C. Key Vocabulary
   1. Life
   2. Liberty
   3. Pursuit of Happiness

D. Procedures/Activities
   1. Cut two pieces of white paper 8” wide and almost as long as the area you would like to use for a display such as a bulletin board.
   2. Glue the two white strips together (top to bottom) and draw a black border around it. Inside the border, write: “The history of the present King of Great Britain is a history of repeated injuries and usurpation’s, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.”
   3. Line the right half of the display with blue construction paper. At the top of the blue paper, write And the Pursuit of Happiness. Put the words you wrote on the white construction paper with the black border under the title.
   4. Line the top left half of the board with red paper. Write Life at the top of it.
   5. Line the bottom left half with red paper. Write the word Liberty at the top of this section.

E. Evaluation/Assessment
   1. Discuss the Declaration of Independence with students.
   2. Talk about why the U.S. wanted to break away.
   3. Point out the reasons from England. Ask students if they agree or disagree with them.
   4. Then have the students select one of the 30 reasons why the U.S. wanted to break away.
   5. On a strip of shelf paper, have students write it in their own words.
   6. Put the strips on the display.
Lesson Sixteen: The Declaration of Independence – Part C

A. Daily Objectives:
   1. Lesson Content:
      a. Declaration of Independence
   2. Concept Objective:
      a. Develop a sense of historical empathy.
   3. Skill Objective:
      a. Establish important information surrounding the writing of the Declaration of Independence.
      b. Gain knowledge of the historical information of this document.
      c. To obtain a basic comprehension of the ideas presented in the document.

B. Materials:
   1. Handout (Appendix EE)
   2. Construction Paper (black, red, blue, white, and brown.)
   3. Front page of a newspaper
   4. white paint
   5. paintbrush
   6. writing paper
   7. black felt-tip pens
   8. scissors
   9. stapler
   10. colored markers
   11. opaque projector
   12. glue
   13. picture for bulletin board of a newsboy

C. Key Vocabulary
   1. Boston Tea party
   2. Boston Massacre
   3. Stamp Act
   4. Townshend Acts
   5. Lexington
   6. Quebec Act
   7. Bunker Hill
   8. Concord
   9. Intolerable Act

D. Procedures/Activities
   1. Cut the writing paper into columns. Make sure you have enough for each student to have one column. Using paint, white out the headlines of the newspaper. When it is dry, write “British Unreasonable” as the headlines.
   2. Students select one of the events that led up to the Revolutionary War and/or the Declaration of Independence and write about it as though they were the reporter.
   3. Using the newspaper boy create a bulletin board titled, “Read All About It.” Place the articles on the display.
   4. Distribute handout (EE) and orally read and discuss these statements.

E. Evaluation/Assessment
   1. Have students summarize the words of the patriots in a brief paragraph.

Lesson Seventeen: “Preparations For War”

A. Daily Objectives:
   1. Lesson Content: The Revolutionary War
2. Concept Objective:
   a. Develop a sense of historical empathy.
3. Skill Objectives:
   a. Assist understanding of the preparation both sides in war efforts
   b. Compare and contrast the opposing sides.
B. Materials
   1. Handout (FF)
   2. Handout (GG)
C. Key Vocabulary
   1. Patriots
   2. Loyalists
   3. Confiscated
   4. Unanimous
   5. Finance
   6. Marquis de Lafayette
   7. Thaddeus Kosciusko
   8. Baron von Steuben
D. Procedures/Activities
   1. Read and discuss handout about the preparation of war.(FF)
   2. Complete the chart that compares the opposing sides.(GG)
E. Evaluation/Assessment
   1. On a separate sheet tell specific contributions made by Baron Von Steuben and Thaddeus Kosciusko.

Lesson Eighteen
A. Daily Objectives:
   1. Lesson content:
      a. The Constitution
      b. The Bill of Rights
   2. Concept Objective
      a. Understand the significance of place
      b. Develop a sense of historical empathy.
   3. Skill Objectives:
      a. Discuss the creation of The Constitution and the Bill of Rights
      b. Learn more about James Madison, Alexander Hamilton, and George Washington.
      c. Gain an understanding of Patrick Henry’s efforts and attempts to help improve the quality of life.
B. Materials
   1. Large paper
   2. Assigned groups of children
C. Key Vocabulary
   1. Confederation
   2. Article
   3. Revolt
   4. Foreclosure
   5. Consistency
   6. Preamble
   7. Legislative
   8. Executive
   9. Judicial
   10. Amendment
D. Procedures/Activities
1. Have students work in teams to look up the words in the key vocabulary list.
2. Have students share definition of these terms.
3. Discuss how these terms fit into the creation of The Constitution.
4. Read aloud from the encyclopedia about Alexander Hamilton.
5. Orally write an obituary for Hamilton stressing his attributes.
6. Have students create their own Bill of Rights in groups.
7. Explain that the entire group must agree on these ten rights.

E. Evaluation/Assessment
1. Have the groups of students orally present their “Bill of Rights.”
2. Discuss these ideas and discuss any positive ideas that were shared.

Lesson Nineteen: American Symbols from the Revolutionary War
A. Daily Objectives
1. Lesson Content
2. Concept Objective:
   a. Understand the significance of place.
3. Skill Objectives:
   a. Recognize the symbols that portray representation of America.
B. Materials
1. Handout on Symbols (HH)
2. A copy of Doodle Dandy! by Lynda Graham-Barber
C. Key Vocabulary
1. Symbol
2. Seamstress
3. Independence
4. Purity
5. Truth
6. Liberty
7. Founding
8. originate
D. Procedures/Activities
1. Brainstorm what “we” think of when we hear the word “America.”
2. Discuss symbols and what they represent. For example: Fireworks on the Fourth of July
   Tree on Christmas
3. Read Doodle Dandy.
4. Have students select a symbol and make a sample of his own with different objects such as: Glitter, tissue paper, fabric, construction paper
E. Evaluation/Assessment
1. Have students design a new symbol to be added to those already in place.
2. Allow students to complete “A Gobbler on the Great seal?” (II)

Lesson Twenty: Liberty
A. Daily Objectives
1. Lesson Content:
2. Concept Objective:
   a. Understand the significance of place.
   b. Develop a sense of historical empathy.
3. Skill Objectives:
   a. Summarize gained knowledge of this unit
B. Materials
1. Long roll of drawing paper
2. Markers
3. Crayons
4. Rulers
C. Key Vocabulary
All of the vocabulary used throughout this unit
D. Procedures/Activities
1. Review orally the main events and dates this unit has covered.
2. Divide these events among groups of students.
3. Have students create these events with illustrations on the long paper resulting in a class timeline.
E. Evaluation/Assessment
1. Test or composition on new knowledge.

IV. CULMINATING ACTIVITIES
A. Any speakers well informed on this era.
B. Music that correlates with this time frame.
C. Art activities such as patriotic creations.
D. Create a jeopardy game using these dates, events, and people.
E. Create an “American Revolutionary Fair”

VI. BIBLIOGRAPHY
Visual Imagery- Remembering the Thirteen Original Colonies

"Close your eyes and picture the image that I am revealing with my story.

First, picture a large bowl of Delaware punch. Protuding up through that bowl is a large fountain Penn. Resting up on top of the fountain Penn is a New Jersey cow. Upon the cow, you will see George Washington singing, 'Georgia, Georgia.' George Washington's hands are Connected to two balloons. Inside one balloon is a Mass of clouds. In the other balloon, you will see Aunt Mary. She is driving in her Silver Corvette. In the seat beside Aunt Mary, is a New Ham. She is driving to see her Aunt Virginia who lives in New York. Once she arrives, she gets in a New Car and drives down the Rhode to an Island."

Each one of these pictures signifies one of the thirteen original colonies.
Delaware = Delaware  Penn = Pennsylvania
New Jersey = New Jersey  George singing “Georgia” = Georgia
Hands Connected = Connecticut  Mass of clouds = Massachusetts
Aunt Mary = Maryland  Silver Corvette = South Carolina
New Ham = New Hampshire  Aunt Virginia = Virginia
New York = New York  New Car = North Carolina
Down the Rhode to an Island = Rhode Island

It's easy now!!!
Appendix H
Then and Now
Think back to the Revolutionary Era. Using information you have learned, compare the areas below to our present day time.

<table>
<thead>
<tr>
<th>Colonial/ Revolutionary Times</th>
<th>Present Day 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Appliances/ Conveniences</td>
<td></td>
</tr>
<tr>
<td>Taxes/Bills</td>
<td></td>
</tr>
<tr>
<td>Famous Leaders/ Famous people</td>
<td></td>
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<tr>
<td>Homes</td>
<td></td>
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<tr>
<td>Schools</td>
<td></td>
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<tr>
<td>Medicine</td>
<td></td>
</tr>
<tr>
<td>Schedules/ Routines</td>
<td></td>
</tr>
</tbody>
</table>
Writing a Bio-Historical Poem

William E. B..
Education, forceful, caring, impatient
Friend of Booker T. Washington
Lover of freedom, equality, education
Who felt angry, worried, inspired
Who needed the right to vote, political power, financial support
Who gave instruction, inspiration, written words
Who feared segregation, Jim Crow laws, discrimination
Who wanted to see equality, freedom for all, universal education
Resident of Massachusetts
DuBois

Format for Bio-Historical Poem

Line 1: First name only
Line 2: Four traits that describe the person
Line 3: Sibling of... Son of... friend of...
Line 4: Lover of...(3 ideas)
Line 5: Who felt... (3 items)
Line 6: Who needed... (3 items)
Line 7: Who gave... (3 items)
Line 8: Who feared... (3 items)
Line 9: Who wanted to see... (3 items)
Line 10: Resident of...
Line 11: Last name only...

Paul
Daring, extraordinary, courageous, exciting
Friend of the American Revolutionary leaders
Lover of justice, liberty, freedom
Who felt proud, inspired, anxious
Who needed a sign, a muffled oar, a fast horse
Who gave caution, a warning, his word
Who feared bloodshed, time, defeat
Who wanted to see equality, fairness, righteousness
Resident of Boston
Revere
Recipe for Invisible Ink:
4 drops of onion juice
4 drops of lemon juice
pinch of sugar
shallow bowl
toothpick
Paper
Stir together the onion juice, lemon juice, and sugar in a shallow bowl. Use the toothpick to write your message. As the ink dries your message will disappear. Hold the message over a bright bulb and your message will magically reappear!
Appendix P

"Crack the Code"

In the 1770's there were no telephones, televisions, radios, postal service, airplanes, cars, trains, or buses to communicate across long distances. During the Revolutionary War, information was gathered and passed along through a network of spies.

A spy could look like any other citizen. The whole point was to deliver the information to the contact person without drawing attention to yourself.

Loyal patriots found clever ways to deliver a message. They developed a system of signals for watching the contact person, such as a specific color of flower in a flower pot, a certain pattern knitted into the stockings worn by the spy, a certain kind of buttons worn on the jacket of the spy, or a specific song sung in a public tavern. Spies were creative with finding hiding places for written messages as well. Messages could be found hidden in false heels and soles of boots, in coat linings, under wigs, in cut-out books, and within real letters.

The most famous American spy for the Patriots during the American Revolution was Nathan Hale. He was a schoolteacher from South Coventry, Connecticut. He passed through British lines disguised as a Dutch teacher. He hid the information in the sole of his shoes. He was caught and hanged for treason on September 22, 1776.

Another famous spy of the Revolution was Benedict Arnold. He was angry that the army promoted men over him and was in debt from living beyond his means. After he was made commander of West Point, he agreed to hand it over to British General Clinton for $20,000 and a command in the British army. The plan was ruined when the spy was caught with details of the take-over, Arnold escaped to New York where he fought for the British, and then to England.

A good way to send a coded message was to send a code inside of a code. One of the easiest codes of this type was the First Letter Code.

To successfully decide a message using the First Letter Code, take the first letter of each word in the message to form the real message. For example, Tarry here in silence; should he obey us, let's delay. Beware ever, else all shall yield.

then the real message, taking the first letter of each word, is:

THIS SHOULD BE EASY

Decode this message on the line below:

Many earnest, eager teachers have even raged every time other new instructors get help, too.