

Revolutionary War Timeline Review Activity

Grade Levels: 4-8

Time Allotment: 45 minutes

Common Core Standards

CCSS.ELA-Literacy.RI.4-5.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCSS.ELA-Literacy.RI.4-5.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 or 5 topic or subject area.
CCSS.ELA-Literacy.RI.4-5.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CCSS.ELA-Literacy.RI.4-6.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCSS.ELA-Literacy.W.4-8.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.SL.4-8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4-6.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Objectives

Students will:

- Review and display their understanding of the events leading up to and during the Revolutionary War through correcting organizing the events and explaining them.

Materials

- Timeline worksheets
- Event information cards (created by teacher)
- Coloring and writing supplies

Anticipatory Set

- The teacher will ask students to close their eyes and visualize what they think of when they think of the term Revolutionary War.
- The teacher will take answers from students as they think of terms and will write them all on the board.
 - If any students list a specific event, the teacher should circle it.
- If nobody has said any events, the teacher can specifically ask for the first event to come to mind regarding the Revolutionary War and circle those.
- This should serve as a mini-review to refresh students' memories on any previous lessons regarding the events of the war.

Teacher Presentation and Modeling

- After there are some events on the board, the teacher will explain that today they are going to go more into detail regarding the events of the Revolutionary War as a review activity for the time period.
- The teacher will hand out a timeline sheet to each student and explain that they are creating a timeline to summarize what caused the Revolutionary War and the major events of the war itself.

Guided and Independent Activity

- In preparation, the teacher will have cut out and put up the different information cards discussing events around different points in the classroom out of chronological order. The information should be about a paragraph long, summarizing what the teacher wants students to know about the following events:
 - The French and Indian War, ended February 1763
 - Inspired the British government to begin taxing the colonies more in an effort to raise funds for war debts
 - The Stamp Tax, March 1765
 - One of the many taxes that upset the colonists and helped start the fight for independence
 - The Boston Massacre, March 1770

- The first time blood was spilled over the political unrest between the colonies and the British monarchy. Five Boston colonists killed by British soldiers
- The Boston Tea Party, December 1773
 - One of the first examples of rebellion and resistance in the colonists. In reaction to getting taxed on tea.
- The First Continental Congress, September 1774
 - They tried to discuss options to reason with Britain regarding tax laws so the colonists could be represented more.
- The Battle of Lexington and Concord, April 1775
 - The so-called “shot heard around the world.” Actual fighting between the colonists and Britain begin. The colonists win.
- The Second Continental Congress, May 1775
 - They formed the Continental Army.
- Passing the Declaration of Independence, July 1776
 - The official declaration that the colonists wanted to become a separate country from England.
- Washington Crossing the Delaware/Battle of Trenton - December 1776
 - This was a major turning point in the war, due to people losing hope in the Continental Army before this point.
- The Battle of Saratoga, ended October 1777
 - An enormous win for the Continental Army after the success of the Battle of Trenton.
- Valley Forge encampment, December 1777
 - An incredibly challenging winter for the Continental Army. They were low on supplies and camped in Valley Forge for the winter.
- The Battle of Yorktown, October 1781
 - Though it is not the official end of the war, this is the final battle of the war.
- The teacher will instruct students to go around the room in any order they want to each station. Students will read the information about each event at each station.
- Once they have read the information, they will observe the year that the event took place and label the timeline accordingly to put the event in the correct place.
- After finding the correct place on the timeline for the event, students will write a short summary of the event in their own words between one to three sentences on a separate piece of notebook paper.

- Students should return to their desks after they have been to every station. Once at their desk, they can choose to then summarize the events rather than doing it at each station like in the last step.
- Finally, students will draw a picture or symbol to match with each event in the sequence of the boxes on the right side of the page.

Closure

- The teacher will ask the following questions to stimulate class discussion:
 - If you had to pick the most important event out on your timeline, which one would you pick? Why?
 - Were there any events that you thought were in a different order originally than the order that it actually occurred in?
 - What was something new that you learned and found interesting through the timeline activity?
 - Did you come up with any good symbols for certain events?

Assessment

- The teacher will listen to students' answers during the class discussion to analyze what they have learned throughout the lesson.
- The teacher will collect and grade the timelines for accuracy to see if students understand and correctly described the events provided to them.

Extension of the Lesson

- Students can be assigned one specific event on the timeline to research and present more detailed information to the class.
- Students can look at an online timeline created by the Museum of the American Revolution. The timeline focuses on specific artifacts.
 - <https://www.amrevmuseum.org/timeline/>

Resources

- <https://www.brainpop.com/games/americanrevolutiontimeline/>
- <https://www.amrevmuseum.org/timeline/>