YEAR 5: THE AMERICAN WAR OF INDEPENDENCE (4 lessons)

Contents Include:
The Thirteen Colonies
Taxation without Representation
The Declaration of Independence
The War of Independence

Suggested Teacher Resources:
- The American Revolution 1774-1783 by Daniel Marston is a good overview of the conflict.
- The documentary America, The Story of Us (2010) is an engaging introduction.
Lesson 1. The Thirteen Colonies

From 1607 to 1776, the British established 13 colonies running down the East Coast of America. Unlike colonies in Africa or India, the 13 colonies were inhabited by a significant number of British emigrants, such that by 1776 they had a population nearing 2 million. In part, this was due to the ravaging of Native Americans by diseases such as smallpox and measles that left much of the land empty and easy to occupy. Colonists built trading ports and large farms known as plantations, which grew crops such as tobaccos, sugar and cotton, and were worked by West African slaves.

See page 132 of *What Your Year 5 Child Needs to Know*.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Core Knowledge</th>
<th>Activities for Learning</th>
<th>Related Vocabulary</th>
<th>Assessment Questions</th>
</tr>
</thead>
</table>
| To understand how by 1776 Britain had established 13 colonies in America. | Until 1776, Britain owned 13 Colonies on the East Coast of America, which were governed by the King and Parliament in London. The British colonies were home to two million inhabitants, many involved in farming tobacco and cotton. States, towns and cities on the East Coast of America still have names which demonstrate their British origin, such as Virginia, Georgia, Carolina, Maryland, New York, Jamestown, Charlestown, Williamsburg, Pennsylvania. | It may seem obvious, but it is worth pointing out that the reason Americans speak English today is because America was British colony until 1776. Linking the names of locations in the 13 colonies with their British origin demonstrates this fact ([resource 1](#)). Fill in a timeline of the development of the Thirteen Colonies as part of the British Empire ([resource 2](#)). | Native American colonist | *What is a colony?*
| | | | | *What were the Thirteen Colonies?*
| | | | | *Why were the colonies important to Britain?* |
1. Colonial States and Cities

States

New Hampshire: ______________
____________________________

Pennsylvania: ______________
____________________________

Maryland: ______________
____________________________

Virginia: ______________
____________________________

North/South Carolina: __________
____________________________

Georgia: ______________
____________________________

Cities

Boston: ______________
____________________________

Plymouth: ______________
____________________________

Cambridge: ______________
____________________________

New York: ______________
____________________________

Williamsburg: ______________
____________________________

Charlestown: ______________
____________________________
1. Colonial States and Cities (complete)

**States**

- **New Hampshire**: Named after a county in southern England.
- **Pennsylvania**: Named after Quaker founder William Penn.
- **Maryland**: Named after Henrietta Maria, the wife of Charles II.
- **Virginia**: Named after Elizabeth I, known as the ‘Virgin Queen’.
- **North/South Carolina**: Named after the Latin translation of Charles II.
- **Georgia**: Named after George II in 1732.

**Cities**

- **Boston**: Town in Lincolnshire, where many of the founders came from.
- **Plymouth**: The port in Devon from which the Mayflower sailed.
- **Cambridge**: Famous English University town, became home to Harvard.
- **New York**: Named after King Charles II’s son, the Duke of York.
- **Williamsburg**: Named after William III in 1699.
- **Charlestown**: Named after Charles II in 1670.
2. Colonial America Timeline

- 1590
- 1607
- 1624
- 1636
- 1664
- 1681
- 1756
- 1770
The first British colony is established in Roanoke, North Carolina. However, all of the colonists die. To this day, nobody knows how.

Virginia becomes the first colony to survive, with its first settlement, Jamestown, named after the King.

Maryland is founded as a colony where English Catholics can seek refuge and worship their religion freely.

Massachusetts is founded as a colony for Puritans to worship freely.

The British win New Amsterdam from the Dutch. The King’s son, the Duke of York, names it New York.

William Penn is granted a charter to establish Pennsylvania as home for a religious group called the ‘Quakers’.

Seven Years War begins. Much of it is fought on the colonies’ borders with New France. After victory, British controlled land increases greatly.

The British kill innocent protesters in Boston, as anger at taxation rises. The colonies begin to protest for independence...
Lesson 2. **Taxation without representation**

The American War of Independence was a direct consequence of the Seven Years War, which should have been studied earlier in Year 5. The war left Britain with an enormous debt, and Britain believed that her American colonies should contribute to paying it off—after all, the war had been fought to protect them from the French. Taxes were raised and trade duties were imposed. This greatly angered the colonists, as they claimed that it was unfair to force them to pay taxes without letting them have a political voice in Parliament. Americans began to protest with the rallying cry ‘no taxation without representation’.

See pages 132-133 of *What Your Year 5 Child Needs to Know*.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Core Knowledge</th>
<th>Activities for Learning</th>
<th>Related Vocabulary</th>
<th>Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand how disputes about taxation led to unrest and anger in the colonies.</td>
<td>British settlers in American Colonies were heavily taxed by the British government, but unable to vote and elect Members of Parliament. This greatly angered them. The colonists saw this as tyranny, began to protest. They developed the saying ‘No taxation without representation’. Protests in the colonies led to the Boston Massacre, and the Boston Tea Party.</td>
<td><strong>The Story of Us</strong> is an easy to understand American documentary which covers the outbreak of war. Some short clips could be worth showing. Pupils should be familiar with the issues of representation in Parliament and taxation from previous lessons about the seventeenth century. If not, a role-play in which George III and his government force the colonists to pay taxes without having been consulted could be useful. Study Paul Revere’s engraving of the Boston Massacre (see <a href="#">here</a> and <a href="#">here</a>) and Nathaniel Currier’s 1846 lithograph &quot;The Destruction of Tea at Boston Harbour&quot; (see <a href="#">here</a>) as evidence of the growing anger amongst the colonists (<a href="#">resources 3 and 4</a>).</td>
<td>taxation representation debt Boston Tea Party massacre</td>
<td>Why did the British tax the Americans so heavily after the Seven Years War? Why did the Americans demand ‘representation’? What was the Boston Massacre? Why did the Sons of Liberty throw British tea into Boston Harbour?</td>
</tr>
</tbody>
</table>
3. The Boston Massacre

This was a famous engraving produced by Paul Revere, showing the events of the Boston Massacre in March 1770. Look at the image [here](#), and see which of the following features you can locate.

The massacre took place outside the Old State House, where the Massachusetts government used to meet. It is still standing today.

Entitled ‘The Bloody Massacre’, this print greatly angered the colonists. It is one of the most famous prints in American history, and a good example of ‘propaganda’.

The British are standing in front of Custom House, which is where taxes would be collected. The sign also has the initials GR, which stand for Georgius Rex meaning King George in Latin.

British ‘redcoat’ soldiers in a line fire a volley at the protesting colonists, whilst the officer gives the order to fire. In the event, they were actually spread around the crowd and fired in confusion.

Colonists lie dead on the floor. In all, 5 colonists were killed and 6 were injured. The shooting began when a crowd gathered around the small group of British troops, and started to taunt and throw snowballs at them.

This figure is Crispus Attacks, a black sailor and escaped slave who was shot dead in the massacre. He has been depicted as white in the image.
The Boston Tea Party took place in December 1773. The colonists were angry at having to pay a tax to the British government in order to buy tea from India. They decided to send a clear message showing that they were unhappy.

Fifty members of a protest group called ‘Sons of Liberty’ dressed up as native Americans, and ran onto the British ships to throw the tea overboard. They dressed up partly as a disguise, but also to show that they no longer wanted to be seen as ‘British’, but as ‘Americans’ instead.

The sea water would have made the tea undrinkable, and people went round in smaller boats forcing the tea underwater so none of it could be saved.

Crates of tea can be seen floating in Boston harbour. 342 crates were thrown into the sea, enough to make 24 million cups of tea! People claimed that the whole harbour turned brown, like a big cup of tea.

The colonists in the crowd cheer on the tea party. The population of Boston were strongly opposed to paying taxes to the British.
Lesson 3. Declaration of Independence

At first, colonists in America did not want to split from Great Britain and form a new country. Many saw themselves as ‘Britons’, who simply wanted colonists to be treated with the same rights as Britons on the mainland and to be given representation in Parliament. However, the stubborn refusal of George III and the British Parliament to compromise drove them to realise that independence from Great Britain was their only solution. By calling the Continental Congress in 1774, the colonies had their own national Parliament, and in 1776 the Congress declared themselves ‘independent’ from Great Britain.

See pages 133-134 of What Your Year 5 Child Needs to Know.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Core Knowledge</th>
<th>Activities for Learning</th>
<th>Related Vocabulary</th>
<th>Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand why the American colonists declared independence from Great Britain in 1776.</td>
<td>George III refused to listen to the demands of the American Colonists, and as a result, they declared independence from Great Britain on 4th July 1776. The Declaration of Independence was written by a Virginia lawyer called Thomas Jefferson, and is often quoted to this day. The signing of the Declaration is seen as the birth of the United States, and the date (4th July) is celebrated each year as Independence Day.</td>
<td>Re-enact the Continental Congress in class. The class have to imagine that they are the 56 delegates from the 13 colonies, and have to respond to the different events that occur between 1774-76 (resource 5). Pupils compose, write and sign their own Declaration of Independence, listing the reasons why they want to break from Great Britain. This is a link to a transcript from the original document.</td>
<td>liberty independence declaration</td>
<td>Why did the American colonists want independence from Britain? What was the Declaration of Independence? What did the Declaration of Independence state?</td>
</tr>
</tbody>
</table>

This is a link to a transcript from the original document. This is the most well known painting depicting the signing of the Declaration of Independence by the Continental Congress, showing Benjamin Franklin, John Adams and Thomas Jefferson presenting the document to Benjamin Harrison, the chairman of Congress.
In 1774, 56 colonists from the Thirteen Colonies gathered in Philadelphia. The ‘Loyalists’ wanted to reach an agreement with King George III and stay as a part of Britain. The ‘Patriots’ wanted to split from Britain and create a new country.

Imagine that you are a member of the Continental Congress. How would you respond to each new bit of information you receive from 1774-6? This could be completed as group work with discussion, or independently.

1. It is 1774, and the British Parliament pass the ‘Intolerable’ Acts. These force Boston to repay all of the money from lost from the Boston Tea Party to the East India Company. It also forces Americans to give up their property to British troops.

   How do you respond?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. You have demanded that the British stop the ‘Intolerable’ Acts. You have also refused to buy any goods from, or sell any goods to, Britain. However, your ambassador returns from London with the news that King George III is refusing to change his mind.

   How do you respond?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
3. It is April 1775. British troops stationed in Boston march to a village called Concord where the they believe the ‘patriots’ are storing military supplies. A group of patriots fire on the British troops, and the two sides fight a pitched battle. War has begun.

How do you respond?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

4. George III still refuses to compromise. Instead, he sends 30,000 British and German troops under the command of General Howe to America to defeat the ‘patriot’ rebels. This large, well-trained army are due to land in America in summer 1776.

How do you respond?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are Life, Liberty, and the pursuit of Happiness:

The Declaration of Independence, 4 July 1776
In 1774, 56 colonists from the Thirteen Colonies gathered in Philadelphia. The ‘Loyalists’ wanted to reach an agreement with King George III and stay as a part of Britain. The ‘Patriots’ wanted to split from Britain and create a new country.

Imagine that you are a member of the Continental Congress. How would you respond to each new bit of information you receive from 1774-6? This could be completed as group work with discussion, or independently.

1. It is 1774, and the British Parliament pass the ‘Intolerable’ Acts. These force Boston to repay all of the money from lost from the Boston Tea Party to the East India Company. It also forces Americans to give up their property to British troops.

   How do you respond?

   Possible responses could include:

   1. Agree to repay the money to the East India Company.

   2. Refuse to repay the money, and ask Parliament to listen to your demands.

   3. Refuse to trade with the British until they make some compromises.

2. You have demanded that the British stop the ‘Intolerable’ Acts. You have also refused to buy any goods from, or sell any goods to, Britain. However, your ambassador returns from London with the news that King George III is refusing to change his mind.

   How do you respond?

   Possible responses could include:

   1. Threaten King George with declaring independence from Britain.

   2. Start to attack the British troops who are stationed in the colonies.

   3. Give in to George III as you are loosing a lot of money and trade.
3. It is April 1775. British troops stationed in Boston march to a village called Concord, outside the city, where they believed the ‘patriots’ are storing military supplies. A group of patriots fire on the British troops, and the two sides fight a pitched battle.

How do you respond?

Possible responses could include:

1. Tell King George that you will fight back against British troops.
2. Start to raise a ‘patriot’ army to fight the British.
3. Give into the British, as things look like they are getting out of hand.

4. George III still refuses to compromise. Instead, he sends 30,000 British and German troops under the command of General Howe to America to defeat the ‘patriot’ rebels. This large, well-trained army are due to land in America in summer 1776.

How do you respond?

Possible responses could include:

1. Surrender to the British army as you know you can’t defeat them.
2. Appoint a General to lead your ‘patriot’ army against the British.
3. Declare independence from Britain and form your own government.

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are Life, Liberty, and the pursuit of Happiness;

The Declaration of Independence, 4 July 1776
Lesson 4. The American War of Independence

Although America declared independence from Great Britain in 1775, the War of Independence dragged on for eight years until 1783. Some saw it as a civil war with brother fighting brother, as many of the American colonists still saw themselves as essentially ‘British’. George III believed the British army would easily defeat the patriot army, and reassert control over the thirteen colonies. However, it was extremely difficult to fight a war 3,000 miles across the Atlantic on unfamiliar territory. In contrast, the American army were inspired by their hope for freedom and liberty, and eventually triumphed.

See pages 133-134 of What Your Year 5 Child Needs to Know.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Core Knowledge</th>
<th>Activities for Learning</th>
<th>Related Vocabulary</th>
<th>Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To analyse why the Americans won the War of Independence.</td>
<td>The Declaration of Independence led to an eight year war between the colonists and the British army, which America eventually won. Britain had a far larger army, but lost due to various factors: help from the French; the difficulty of conducting a war in America away from Britain; the leadership of George Washington; the commitment of the rebel soldiers. The war finished in 1783, and the United States of America was completely free from British control.</td>
<td>Some clips from The Story of Us episode on the American War of Independence could be shown. Pupils consider the different factors which caused America to win the War of Independence (resource 6). Pupils imagine that they are a patriotic American soldier who witnesses the British surrender at the Battle of Yorktown. For this, it may be helpful to watch the closing minutes of The Story of Us. They write a letter to their family or friends explaining why the victory is so important, and what it was like to see it take place. Extended writing exercise could also take the form of a newspaper (resource 7). This is a well known painting of the famous surrender.</td>
<td>War of Independence George Washington Revere’s ride</td>
<td>Why did the Declaration of Independence lead to War? Why did America win the War of Independence? Who did the Americans choose as their General in the War of Independence?</td>
</tr>
</tbody>
</table>
The War of Independence lasted from 1775-1783. When it began, few people believed that a small, untrained army of colonists could defeat the most powerful Empire in the world. For a number of reasons, they did.

For each reason, complete the explanation with one of the sentences below.

1. The American army was led by George Washington. This helped them win because...
   
2. The French entered the War on the American side. This helped them win because...
   
3. The British struggled to conduct the War because...
   
4. The American people fought hard during the War because...

- they were inspired to protect their own country, and to gain freedom from tyrannical rule.
- he was a experienced soldier, and an excellent leader who inspired his troops by leading from the front during battles.
- they leant the Americans around 12,000 experienced soldiers, as well as ships, supplies and a large among of money.
- they were taking orders from George III who was 3,000 miles across the Atlantic. There was no quick communication, and orders took months to reach the army.
7. Yorktown Newspaper Story

USA TODAY

[Blank space for text]

[Blank lines for text]