GRADE 3, UNIT 4

Massachusetts and the Revolution

MASTER COPIES



A 1768 engraving shows British ships bringing troops to Boston after colonists protested new tax laws. Image by Paul Revere via Wikimedia Commons, public domain.

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Unit 4, Cluster 1 Inquiry Chart

Unit EQ	How was Massachusetts important to the American Revolution?
Cluster SQ	**How did British rule affect the people of Massachusetts in the 1760s?**
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 2: We read about the government organization of colonial Massachusetts.	
Lesson 3: We began reading about how Boston colonists protested a new law and taxes that Britain created.	
Lesson 4: We took notes on Britain's new laws and the Patriots' reactions to them.	

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What did we do?	What did we learn that helps us answer our question(s)?
Lesson 5: We examined an engraving to understand one Patriot's perspective on the arrival of British troops.	

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Blank Word Wall Vocabulary Cards

Directions: These cards are designed to support students with learning key vocabulary in their home language(s). Edit this document to create as many cards as you need, then use a translation resource to translate each word and definition. Print and cut out these vocabulary cards to use on the Word Wall in the classroom. Translated cards should be paired with the English version on the Word Wall to support students with translanguaging.

Blank Word Wall Cards
vocabulary word definition

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vocabulary word

definition

vocabulary word

definition

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Unit 4 Know and Wonder Chart

Unit 4 Essential Question: How was Massachusetts important to the American Revolution?

What do you already know?	What do you wonder?

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Extension: What Was the American Revolution? Reading



A mural of a fight between colonists and the British in Revolutionary times. Image by Ross Moffett via Wikimedia Commons, public domain.

Directions: Read the text below to learn more about what led up to the Revolutionary War. Use the word bank to support your understanding.

Word Bank	
Revolutionary War	a war between the colonists and Britain
revolution	a sudden, complete change in government or leadership

The **Revolutionary War** was very important. Before the **revolution**, the 13 colonies in America were part of Britain. The war was a fight for independence from Britain and its king.

More than 10 years of tension (from about 1763 to 1774) led up to the war. During this time, the British king made rules for colonists in America. Many colonists in America liked having help from Britain when they needed it. But things started to change when the king sent soldiers to America to fight other countries over land.

The king made more rules and used his soldiers to make sure everyone followed them. Many colonists thought the rules were unfair.

The Revolutionary War began in 1775. After three years of fighting, the colonists won the war. Britain agreed to peace with America in 1783. After the revolution,

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America became its own country: the United States of America.

Text source: Moore, Kay. 1998. *If You Lived at the Time of the American Revolution*. Scholastic Paperbacks.

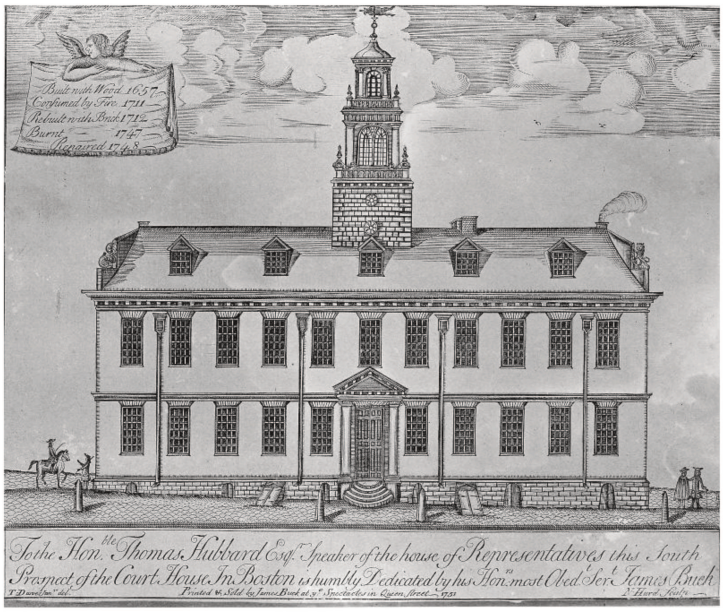
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Government in Massachusetts Reading

Directions: Read to learn how the early government in Massachusetts worked so you can complete your graphic organizer. Use the word bank to support your understanding.

Word Bank	
British Parliament	the group of leaders in Britain who made laws and decisions for Britain and its colonies
law	a rule of a community, town, state, tribe, or country
governor	the person in charge of a colony or state
colonial assembly	the group of people in the colonies who met together to make laws or decisions for their colony



The colonial government worked in Boston in a building known today as Old State House. Image by Nathaniel Hurd via Wikimedia Commons, public domain.

The British king ruled Britain and the colonies, including Massachusetts. The king worked with the **British Parliament** to create **laws** for Britain and its colonies. The colonies had to follow some British laws.

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The king also chose the **governor** of Massachusetts. The governor was the leader of the colony.

The governor worked with the **colonial assembly**, which created some specific laws for the colony. Only white men who owned property (a house and some land) were allowed to be elected to the colonial assembly.

Text sources:

- Asselin, Kristine Carlson. 2017. *The Real Story About Government and Politics in Colonial America*. Capstone.
- Revolutionary Spaces. n.d. "Old State House: Site of the Boston Massacre."

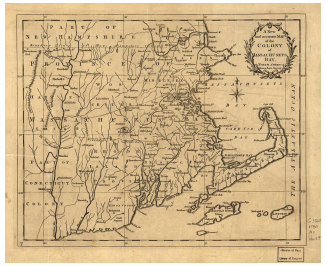
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Government in Massachusetts Graphic Organizer

Directions: Use information from the text to describe the different parts of the government.

Country: Britain	Role: British Parliament	Role: King
 Map of Britain	What did the British Parliament do? 	What did the king do? 

Colony: Massachusetts	Role: Colonial assembly	Role: Governor
 Map of Massachusetts Bay Colony.	What did the colonial assembly do? 	What did the governor do? 

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Image sources: Map of Great Britain by Vardion via Wikimedia Commons, public domain. Map of the Massachusetts Bay Colony, 1780 by John Hinton via Wikimedia Commons, public domain. Icons representing a group by mikicon, a king by Larea, a person at a podium by Adrien Coquet, all via thenounproject.com, CC BY 3.0.

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Protesting Taxes Reading

Directions: Read to learn how colonists in Massachusetts responded to new British laws. Use the word bank to support your understanding.

Word Bank	
government	a group of people who run a community, town, state, tribe, or country
laws	the rules of a community, town, state, tribe, or country
tax	money people have to pay to the government
protest	to speak or act against something you think is unfair

For many years, the British **government** did not make many **laws** for the colonies.

This changed when Britain needed to pay for the cost of British soldiers living in the colonies during Britain's war with France.

The Stamp Act was a law created by the British government in 1765. It made colonists pay a **tax** on printed materials like newspapers and playing cards.



Massachusetts colonists showed great anger and upset as they protested new taxes. Image by Benson John Lossing via Library of Congress, public domain.

Colonists did not get to vote for the people in Britain who made the laws.

Some colonists thought it was unfair that they had to follow laws made by leaders that they didn't choose.

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A group called the Patriots began to **protest**. The Patriots did not want the British government to be in charge anymore.

They gave speeches and held marches. There was so much protest against the Stamp Act that Britain canceled the Stamp Act in 1766.

The Townshend Acts were laws created by the British government in 1767. These laws made colonists pay a tax on British items like glass, paint, and tea.

Protests continued, and some people stopped buying British items. Britain ended up losing a lot of money.

By 1770, Britain also canceled many of these laws.

Text sources:

- Burgan, Michael. 2013. *The Split History of the American Revolution*. Capstone.
- Egner, Kate. 2023. "The Daughters of Liberty." American Battlefield Trust.

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Protesting Taxes Reading (Expanded Word Bank)

Directions: Read to learn how colonists in Massachusetts responded to new British laws. Use the word bank to support your understanding.

Word Bank	
government	a group of people who run a community, town, state, tribe, or country
laws	the rules of a community, town, state, tribe, or country
soldiers	members of an army who fight for their country
tax	money people have to pay to the government
protest	to speak or act against something you think is unfair
canceled	stopped or ended

For many years, the British **government** did not make many **laws** for the colonies.

This changed when Britain needed to pay for the cost of British **soldiers** living in the colonies during Britain's war with France.

The Stamp Act was a law created by the British government in 1765. It made colonists pay a **tax** on printed materials like newspapers and playing cards.



Massachusetts colonists showed great anger and upset as they protested new taxes. Image by Benson John Lossing via Library of Congress, public domain.

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Colonists did not get to vote for the people in Britain who made the laws.

Some colonists thought it was unfair that they had to follow laws made by leaders that they didn't choose.

A group called the Patriots began to **protest**. The Patriots did not want the British government to be in charge anymore.

They gave speeches and held marches. There was so much protest against the Stamp Act that Britain **canceled** the Stamp Act in 1766.

The Townshend Acts were laws created by the British government in 1767. These laws made colonists pay a tax on British items like glass, paint, and tea.

Protests continued, and some people stopped buying British items. Britain ended up losing a lot of money.

By 1770, Britain also canceled many of these laws.

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- Egner, Kate. 2023. "The Daughters of Liberty." American Battlefield Trust.

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Protesting Taxes Notes Organizer

Directions: Use this notes organizer to record evidence from the Protesting Taxes Reading and answer the questions below.

1. Who were the Patriots? Why did they think these new laws were unfair?

The Patriots were...

They thought that the new laws were unfair because...

2. Why did Britain make these new laws?

Britain made these new laws because...

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3. What two new laws were made, and what did they require?

One law was called...

It required...

Another law was called...

It required...

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Unit 3.4 Timeline Cards

Year	Event
1765	**The Stamp Act** Description:

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1766

The Stamp Act Canceled

Description:

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1767	**The Townshend Acts** Description:

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1768	**British Troops Arrive in Boston** Description:

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1770	**The Boston Massacre** Description:

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1773	**The Boston Tea Party** Description:

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1774

The Coercive / Intolerable Acts

Description:

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1774	**The First Continental Congress** Description:

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1775	**The Battles of Lexington and Concord** Description:

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1776	**The Declaration of Independence** Description:

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1780	**The Massachusetts Constitution** Description:

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Paul Revere's Engraving Reading



A portrait of Paul Revere shown with his engraving tools while working on an engraved teapot. Image by John Singleton Copley via Wikimedia Commons, public domain.

Directions: Use the information below to learn more about the artist who created the source and complete the Paul Revere's Engraving Notes Organizer.

Paul Revere (1735–1818) was a Boston silversmith who worked with metals. He also created engravings. Engravings are a type of artwork made by cutting a design into a hard material like metal or wood and making a print of the design.

Revere made an engraving to tell colonists that he thought British soldiers in Boston would be dangerous for the people who lived there. He believed the colonists were better off without the British government getting involved.

Year	Event and Description
1763	**The Royal Proclamation.** Britain makes a rule to keep colonists from moving onto Indigenous lands. British soldiers are sent there to keep people safe.
1765–1767	**Britain makes the Stamp Act and Townshend Acts.** Britain wants colonists to help pay for the soldiers and makes laws to get money from the colonies. Many colonists are angry and protest the new laws.
1768	**British troops arrive in Boston.** Protests in Boston become violent. The king sends soldiers to Boston to try to keep things calm. Revere creates an engraving showing it is a bad idea for British soldiers to be in Boston.

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Text sources:

- Burgan, Michael. 2013. *The Split History of the American Revolution*. Capstone.
- American Antiquarian Society. n.d. "The News Media and the Making of America, 1730–1865."



"A View of Part of the Town of Boston in New-England and British Ships of War: Landing Their Troops! 1768" Image by Paul Revere via Wikimedia Commons, public domain.

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Paul Revere's Engraving Notes Organizer

Directions: Use the questions below to guide you through the Investigating Sources routine with Paul Revere's Engraving Reading.

Observe the engraving.

1. What objects do you see? Check as many as you see:
   - ☐ Weapons
   - ☐ Boats/ships
   - ☐ Buildings/homes
   - ☐ People
   - ☐ Flags

2. What else do you see in the engraving?

_____

_____

3. What is the title of the engraving?

_____

_____

4. Who created the engraving?

_____

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Read about the engraving.

5. Why was the engraving created?

6. What was going on during this time period?

7. Whose perspective is represented in the engraving? Whose perspective is *not* represented? You can use the list of perspectives below to help you.

- ☐ All colonists
- ☐ Some Patriots
- ☐ Paul Revere
- ☐ British government
- ☐ British soldiers

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Connect to the Supporting Question.

8. What did you learn that can help us answer our Supporting Question: How did British rule affect the people of Massachusetts in the 1760s?

This engraving shows...

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Paul Revere's Engraving Notes Organizer (Sentence Frames)

Directions: Use the questions below to guide you through the Investigating Sources routine with Paul Revere's Engraving Reading.

Observe the engraving.

1. What objects do you see? Check as many as you see:
   - ☐ Weapons
   - ☐ Boats/ships
   - ☐ Buildings/homes
   - ☐ People
   - ☐ Flags

2. What else do you see in the engraving?

I see ___ and ___ in the engraving.

3. What is the title of the engraving?

The title is ___.

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4. Who created the engraving?

___ *created the engraving.*

Read about the engraving.

5. Why was the engraving created?

The engraving was created to/because ___.

---

6. What was going on during this time period?

___ *and* ___ *were going on during this time period.*

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7. Whose perspective is represented in the engraving? Whose perspective is *not* represented? You can use the list of perspectives below to help you.

- ☐ All colonists
- ☐ Some Patriots
- ☐ Paul Revere
- ☐ British government
- ☐ British soldiers

The engraving represents ___'s perspective. It does not represent ___'s perspective.

Connect to the Supporting Question.

8. What did you learn that can help us answer our Supporting Question: How did British rule affect the people of Massachusetts in the 1760s?

This engraving shows that the British brought ___ to Massachusetts.

One way I think this affected the people of Massachusetts was ___.

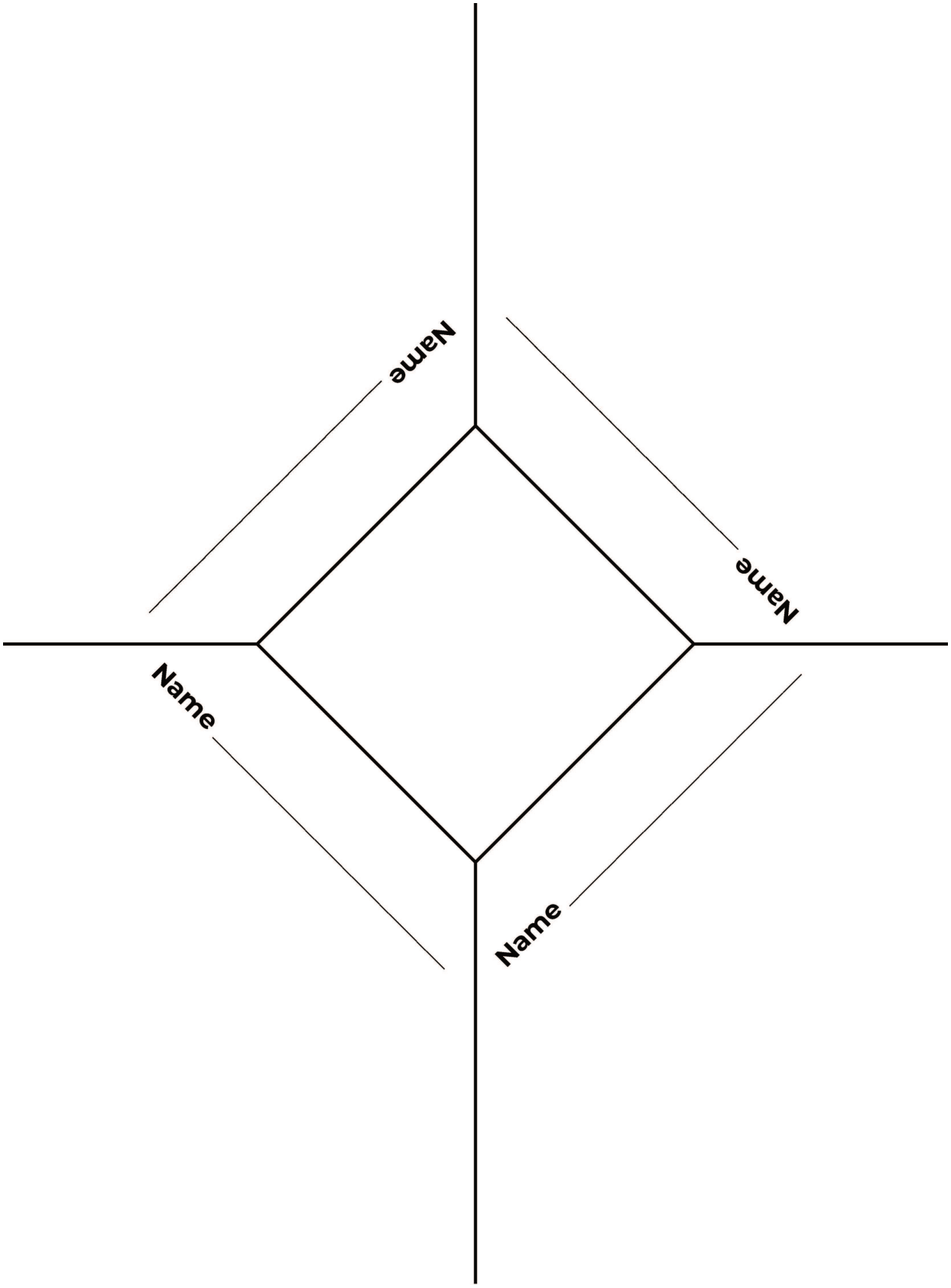
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Cluster 1 Discussion Diamond

Directions: Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group has discussed together.

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Cluster 1 Formative Assessment Task

Part 1

Directions: Think about what you have learned about British control of the colonies and colonists. Write down ideas and evidence to plan a written response to the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?*

Word Bank			
colonists	**Britain**	**law**	**soldiers**
land	**tax**	**king**	**government**
protest			

Topic sentence that makes a claim:

Supporting evidence #1:

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Supporting evidence #2:

Supporting evidence #3:

Concluding sentence that summarizes the claim:

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Part 2

Directions: Use the ideas and evidence from your planning to write a paragraph response to the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?*

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Cluster 1 Formative Assessment Task Writing Checklist

Directions: Use the checklist below for your answer to the question: *How did British rule affect the people of Massachusetts in the 1760s?*

☐ My paragraph starts with a claim about how British rule affected the people of Massachusetts in the 1760s.

☐ My paragraph includes three pieces of evidence from sources I investigated that support my claim.

- ☐ Government in Massachusetts
- ☐ Protesting Taxes
- ☐ Paul Revere's Engraving

☐ My paragraph ends with a concluding sentence summarizing my claim about how British rule affected the people of Massachusetts in the 1760s.

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Cluster 1 Formative Assessment Task (Sentence Starters)

Part 1

Directions: Think about what you have learned about British control of the colonies and colonists. Write down ideas and evidence to plan a written response to the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?* You can use the word bank and sentence starters to help you.

Word Bank			
colonists	**Britain**	**law**	**soldiers**
land	**tax**	**king**	**government**
protest			

Topic sentence that makes a claim:

British rule affected the people of Massachusetts by/because of ___ and ___.

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Supporting evidence #1:

For example, the British...

Supporting evidence #2:

Another example is that the British...

Supporting evidence #3:

Lastly, the British...

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Concluding sentence that summarizes the claim:

Overall, British rule affected the people of Massachusetts by/because...

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Part 2

Directions: Use the ideas and evidence from your planning to write a paragraph response to the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?*

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Unit 4, Cluster 2 Inquiry Chart

Unit EQ	How was Massachusetts important to the American Revolution?
Cluster SQ	**How did the people of Massachusetts respond to conflict with Britain?**
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 8: We analyzed an engraving to learn about the Boston Massacre and colonists' responses to it.	
Lesson 9: We used an article and a video to learn about a Revolutionary VIP (Crispus Attucks, Phillis Wheatley, or Mercy Otis Warren) and created a poster about them.	

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What did we do?	What did we learn that helps us answer our question(s)?
Lesson 10: We participated in a Gallery Walk to learn about the two other Revolutionary VIPs from the previous lesson.	
Lesson 11: We explored a lithograph and read an informational text to learn about the Boston Tea Party.	
Lesson 12: We watched a video and read an informative text about how the British government responded to the Boston Tea Party by creating the Coercive Acts (known by the Patriots as the Intolerable Acts).	
Lesson 13: We explored cause and effect relationships and connected them to the event of the First Continental Congress.	
Lesson 14: We watched a video and read an informative text about the Battles of Lexington and Concord.	

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VIP Investigation Station Directions

Directions: Follow the Investigating Sources routine steps below as you learn about your VIP.

1. **Observe** the source, considering the title, images, etc.
2. **Read** the article and watch the video. Then, discuss information from the sources as a group. Decide what should be included on your chart to help answer the questions:
    - Box 1—WHO: Explain who this person was and what their life was like.
    - Box 2—WHAT: Explain how this person responded to the conflict with Britain.
    - Box 3—WHY: Explain why this person responded in the way they did and what their reasons were.
3. **Connect:** Review your document and think about what you've learned.
    - Box 4—WHY: Explain why it is important to know about this person.

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Name: _____ **Date**: _____

VIP Poster (Evidence Prompts)

Directions: Use the provided bulleted prompts to help identify what evidence from the sources you can include on your VIP poster.

Note: You do not need to use all the prompts, just the ones that are helpful for you.

Box 1: WHO was this person?

- name
- where they lived
- description of them

Box 2: WHAT did this person do about the conflict with Britain?

- actions they took
- experiences they had

Box 3: WHY did this person do these things?

- what they believed in
- opinions they had

Box 4: WHY is it important to know about this person?

- how they made an impact
- connections to past or present
- what you can learn from them

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Gallery Walk Directions

1. Read the VIP poster(s).
2. Use sticky notes to write down:
   a. questions about the VIP,
   b. connections to another VIP or previous learning, and/or
   c. why this VIP's voice and experiences are important.
3. When prompted by the teacher, rotate to the next poster(s) or gather for the group discussion.

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Gallery Walk Discussion Prompts (Sentence Frames)

Directions: Use the prompts and sentence frames below to help guide your thinking during the Gallery Walk and group discussion.

Connections to another VIP or previous learning:

- *This reminds me of ___ because ___.*
- *This VIP is similar to ___ because ___.*
- *This person connects to ___.*

Why this VIP's voice and experiences are important:

- *___ is important because ___.*
- *This person's voice/experiences prove that ___.*
- *We can learn ___ from this person.*

How can our learnings about VIPs help us answer our Supporting Question: *How did the people of Massachusetts respond to conflict with Britain?*

- *___'s VIP poster tells us that ___.*
- *___ responded to the conflict with Britain by ___.*
- *___ and ___ show us that some people in Massachusetts felt/believed ___.*

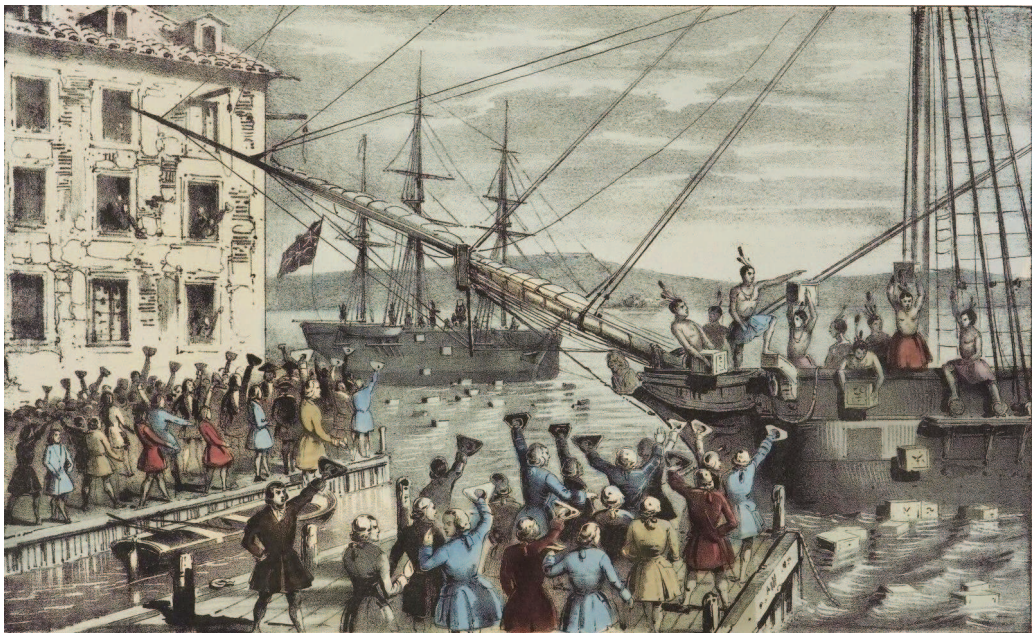
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Name: _____ **Date**: _____

A Boston Tea Party Reading

Directions: Read to learn how some colonists continued to protest British actions so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
government	a group of people who run a community, town, state, tribe, or country
tax	money people pay to the government
crates	large wooden boxes used for storing or transporting goods



This lithograph (print from a drawing) of Patriots throwing tea into Boston Harbor was created long after the actual event. Image by Nathaniel Currier via Library of Congress, public domain.

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On the night of December 16, 1773, Patriots in Boston threw tons of British tea into the water. They were really mad at the British **government**.

They didn't like how the British were trying to control the tea trade with another **tax** law. The Patriots decided to sneak onto the ships in the middle of the night.

The Patriots used face paint, blankets, and whooping noises to pretend they were Indigenous people. They did this to disguise themselves.

What they were doing was against the law. They didn't want to get in trouble. They also thought it would make them seem threatening. Colonists had used this disrespectful role-play in earlier protests.

The Patriots broke open **crates** of tea and dumped them into the water. It took almost three hours to destroy 340 chests of tea.

They shouted, "Boston Harbor—a teapot tonight!" Their words and actions were clearly **protesting** against British laws.

Text sources:

- Bridgewater State University. n.d. "Boston Harbor Holds Protestors' 'Tea Party'."
- Colonial Williamsburg. n.d. "Why Did Colonists Dress as "Mohawks" at the Boston Tea Party?"
- Linda Hall Library. 2017. "Nathaniel Currier."

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A Boston Tea Party Notes Organizer

Directions: Use the questions below to guide you through the rest of the Investigating Sources routine with A Boston Tea Party Reading.

Read the text. Then use evidence from the text to help answer the questions below.

1. How did the Patriots respond to the British government creating a new tax law on tea?

2. Why did the Patriots dress up as Indigenous people?

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Connect: Make a claim based on what you have learned.

3. Do you think that this image is an important example of how the people of Massachusetts responded to conflict with Britain? Why or why not? Use evidence in your response.

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Name: _____ **Date**: _____

A Boston Tea Party Reading (Expanded Word Bank)

Directions: Read to learn how some colonists continued to protest British actions so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
government	a group of people who run a community, town, state, tribe, or country
tax	money people pay to the government
Indigenous people	the first humans to live in an area
threatening	dangerous or scary
disrespectful	rude, harmful, or inconsiderate
crates	large wooden boxes used for storing or transporting goods
protest	to speak or act against something you think is unfair



This lithograph (print from a drawing) of Patriots throwing tea into Boston Harbor was created long after the actual event. Image by Nathaniel Currier via Library of Congress, public domain.

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The Patriots used face paint, blankets, and whooping noises to pretend they were **Indigenous people**. They did this to disguise themselves.

What they were doing was against the law. They didn't want to get in trouble. They also thought it would make them seem **threatening**. Colonists had used this **disrespectful** role-play in earlier protests.

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They shouted, "Boston Harbor—a teapot tonight!" Their words and actions were clearly **protesting** against British laws.

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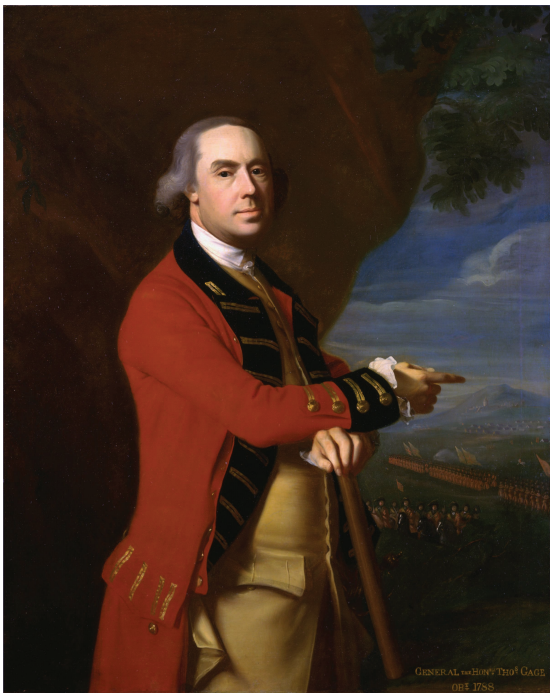
Name: _____ **Date**: _____

Britain Responds to Boston Reading

Directions: Read to learn how the British government responded to the Boston Tea Party. Use the word bank to support your understanding.

Word Bank	
coercive	using force to make someone do something they don't want to
intolerable	very difficult to deal with

King George was very angry when he heard about the Boston Tea Party. The king and the British government made new laws called the **Coercive** Acts. These strict laws were made to punish colonists in Massachusetts.



Thomas Gage was a British general who was assigned the role of Massachusetts governor by King George III. Image by John Singleton Copley via Wikimedia Commons, public domain.

Britain closed down Boston Harbor and took away some of the Massachusetts colony's power. General Thomas Gage was sent to be the new governor. The king thought these changes would stop colonists from protesting. But he was wrong. The Patriots were angry about losing their freedom. They didn't want to follow the British laws.

Colonists called these laws the **Intolerable** Acts. They refused to accept them. Many people lost their jobs when Boston Harbor closed. The colonists decided to work together and fight against the British laws. Patriots from other colonies even sent food to Boston to show their support.

Text source: Burgan, Michael. 2013. *The Split History of the American Revolution*. Capstones.

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Name: _____ **Date**: _____

Sorting Activity

Directions: Cut out the cards on page 2. Then read the cards with your group and decide if the action was taken by the British government or the American Patriots. Finally, place the cards in the corresponding column below.

British Government	American Patriots

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Word Sort Cards	
shut down Boston Harbor	were furious about losing freedoms
decided to make new strict laws	were furious about the Boston Tea Party
decided to work together	sent food to Boston
refused to follow new laws	took away power from Massachusetts

Challenge Word Sort Cards	
called the laws the Coercive Acts	called the laws the Intolerable Acts
lost jobs when the harbor closed	sent a new governor to Boston
limited the power of the local government	decided to fight the government

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Sorting Activity Cards (Large Format)

Directions: Print and cut out these cards to use on the British government and American Patriots T-chart.

Large Format Sorting Activity Cards
called the laws the Intolerable Acts
called the laws the Coercive Acts

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shut down Boston Harbor

lost jobs when the harbor closed

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decided to make new strict laws

decided to work together

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were furious about losing freedoms

were furious about the Boston Tea Party

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sent food to Boston

sent a new governor to Boston

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limited the power of the local government

decided to fight the government

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refused to follow new laws

took away power from Massachusetts

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Name: _____ **Date**: _____

Britain Responds to Boston Reading (Expanded Word Bank)

Directions: Read to learn how the British government responded to the Boston Tea Party. Use the word bank to support your understanding.

Word Bank	
government	a group of people who run a community, town, state, tribe, or country
laws	the rules of a community, town, state, tribe, or country
coercive	using force to make someone do something they don't want to
strict	firm, harsh, or severe
governor	the person in charge of a colony or state
protest	to speak or act against something you think is unfair
intolerable	very difficult to deal with

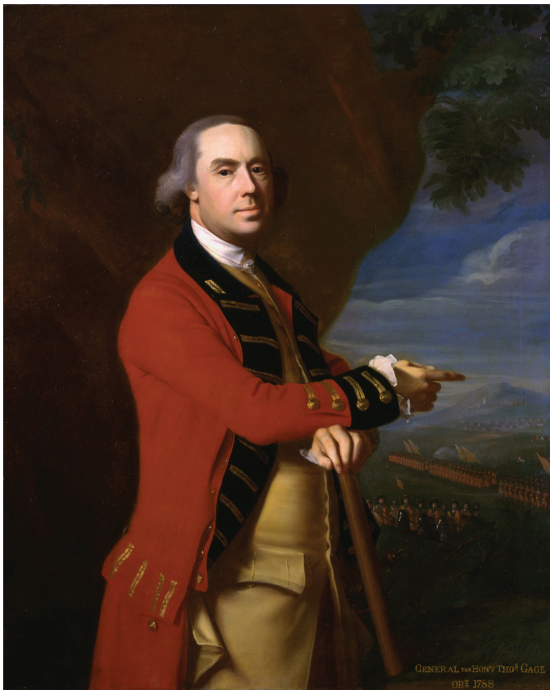
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Britain closed down Boston Harbor and took away some of the Massachusetts colony's power. General Thomas Gage was sent to be the new **governor**.

The king thought these changes would stop colonists from **protesting**. But he was wrong. The Patriots were angry about losing their freedom. They didn't want to follow the British laws.



Thomas Gage was a British general who was assigned the role of Massachusetts governor by King George III. Image by John Singleton Copley via Wikimedia Commons, public domain.

Colonists called these laws the **Intolerable** Acts. They refused to accept them.

Many people lost their jobs when Boston Harbor closed. The colonists decided to work together and fight against the British laws. Patriots from other colonies even sent food to Boston to show their support.

Text source: Burgan, Michael. 2013. *The Split History of the American Revolution*. Capstones.

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Name: _____ **Date**: _____

Continental Congress Reading

Directions: Read to learn about why the Continental Congress met and what it did so you can complete your graphic organizer. Use the word bank to support your understanding.

Word Bank	
continental	relating to a specific continent (in this case, North America)
congress	a meeting of people who represent a group or community
independent	free from being controlled by others



A mural depicting three scenes (left to right): colonists being taxed, the first Continental Congress, and British soldiers living in the colonies. Image by Allyn Cox via Wikimedia Commons, public domain.

In 1774, leaders from all the colonies except Georgia met in Philadelphia. They wanted to solve their problems with Britain. This meeting was called the First **Continental Congress**.

Cousins Samuel Adams and John Adams went to the meeting to represent Massachusetts. They thought the colonies should be **independent** from Britain. But not everyone agreed. The Congress made plans to meet again if things didn't get better.

The Second Continental Congress happened in 1775. By this time, the colonies had already fought two battles against Britain. John and Samuel Adams convinced the Congress to make an army. They decided it would be led by George Washington to help the colonies.

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Others still wanted to try and make peace with Britain. They sent letters to the king asking him to cancel the Intolerable Acts. In 1776, the king said no to peace. Congress then decided to end the colonies' connection to Britain and become independent.

Text sources:

- American Battlefield Trust. 2020. "Continental Congress: America's First National Governing Body."
- Treesh, Catherine and Zoie Horecny. n.d. "Committees of Correspondence." George Washington's Mount Vernon.

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Continental Congress Cause and Effect Graphic Organizer

Directions: After reading about the Continental Congress, explain three cause and effect relationships between events. For each cause listed, describe its effect, or what happened as a result.

Cause: Why it happened	Effect: What happened
Britain's government made laws called the Intolerable Acts that upset colonists.	
Problems with Britain continued, and there were two battles between colonists and British soldiers.	
The king refused to make peace with the colonies.	

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Choose one cause and effect from above to connect by writing a complete sentence. Use at least one of the following cause and effect connecting words or phrases in your sentence: *because*, *as a result*, *so*, *then*.

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Name: _____ **Date**: _____

Continental Congress Reading (Expanded Word Bank)

Directions: Read to learn about why the Continental Congress met and what it did so you can complete your graphic organizer. Use the word bank to support your understanding.

Word Bank	
continental	relating to a specific continent (in this case, North America)
congress	a meeting of people who represent a group or community
represent	to act in place of someone or something
independent	free from being controlled by others
convince	to get another person to agree to something
cancel	to stop or end something
connection	relationship between two groups, people, or things



A mural depicting three scenes (left to right): colonists being taxed, the first Continental Congress, and British soldiers living in the colonies. Image by Allyn Cox via Wikimedia Commons, public domain.

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Name: _____ **Date**: _____

Lexington and Concord Reading

Directions: Read to learn about what happened in two battles that began the Revolutionary War so you can complete your graphic organizer. Use the word bank to support your understanding.

Word Bank	
militia	a group of citizens who defend a community
minutemen	members of a militia who agreed to be ready at a "minute's notice"

In 1775, some colonists in Massachusetts were getting ready to fight the British. The British wanted to take away weapons from the Patriot **militias**. The Patriots also thought that the British were going to arrest two important Patriots: John Hancock and Samuel Adams. Paul Revere rode all night on a horse to warn the leaders and militias about the British.



An engraving of the Battle of Lexington depicting the confusion experienced by both sides about who shot first. Image by unknown author via Wikimedia Commons, public domain.

On April 19, the **minutemen** in Lexington were ready to fight. They were told to only shoot if the British soldiers shot first. When the British soldiers arrived in Lexington, they told the minutemen to go away. Some left, but others stayed. Then a gun went off. Nobody knew who shot it. This became known as "the shot heard 'round the world" and was the beginning of the Revolutionary War.

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The minutemen fought with the British soldiers. Some colonists died. The British soldiers kept going to Concord as planned. But more and more colonists were arriving in Concord to join the fight against the British soldiers.

After much fighting in Concord, the British soldiers had to retreat. It was clear they could not beat the colonists in this battle. The Revolutionary War had officially started.

Text sources:

- American Battlefield Trust. n.d. "Lexington and Concord."
- American Battlefield Trust. 2021. "10 Facts: The Battles of Lexington and Concord."

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Name: _____ **Date**: _____

Battles Cause and Effect Graphic Organizer

Directions: After reading about the Battles of Lexington and Concord, explain three cause and effect relationships between events. For each cause listed, describe its effect, or what happened as a result.

Cause: Why it happened	Effect: What happened
Paul Revere found out about British soldiers' plans and rode through the night to warn people.	
British soldiers ordered the minutemen to leave Lexington, and a shot was fired.	
Word spread, and more Patriots arrived in Concord to fight the British.	

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Choose one cause and effect from above to connect by writing a complete sentence. Use at least one of the following cause and effect connecting words or phrases in your sentence: *because*, *as a result*, *so*, *then*.

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Name: _____ **Date**: _____

Lexington and Concord Reading (Expanded Word Bank)

Directions: Read to learn about what happened in two battles that began the Revolutionary War so you can complete your graphic organizer. Use the word bank to support your understanding.

Word Bank	
militia	a group of citizens who defend a community
arrest	to take, capture, or keep in custody
minutemen	members of a militia who agreed to be ready at a "minute's notice"
Revolutionary War	a war between the colonists and Britain
retreat	to go away and escape from danger

In 1775, some colonists in Massachusetts were getting ready to fight the British. The British wanted to take away weapons from the Patriot **militias**.



An engraving of the Battle of Lexington depicting the confusion experienced by both sides about who shot first. Image by unknown author via Wikimedia Commons, public domain.

The Patriots also thought that the British were going to **arrest** two important Patriots: John Hancock and Samuel Adams. Paul Revere rode all night on a horse to warn the leaders and militias about the British.

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Then a gun went off. Nobody knew who shot it. This became known as "the shot heard 'round the world" and was the beginning of the **Revolutionary War**.

The minutemen fought with the British soldiers. Some colonists died. The British soldiers kept going to Concord as planned. But more and more colonists were arriving in Concord to join the fight against the British soldiers.

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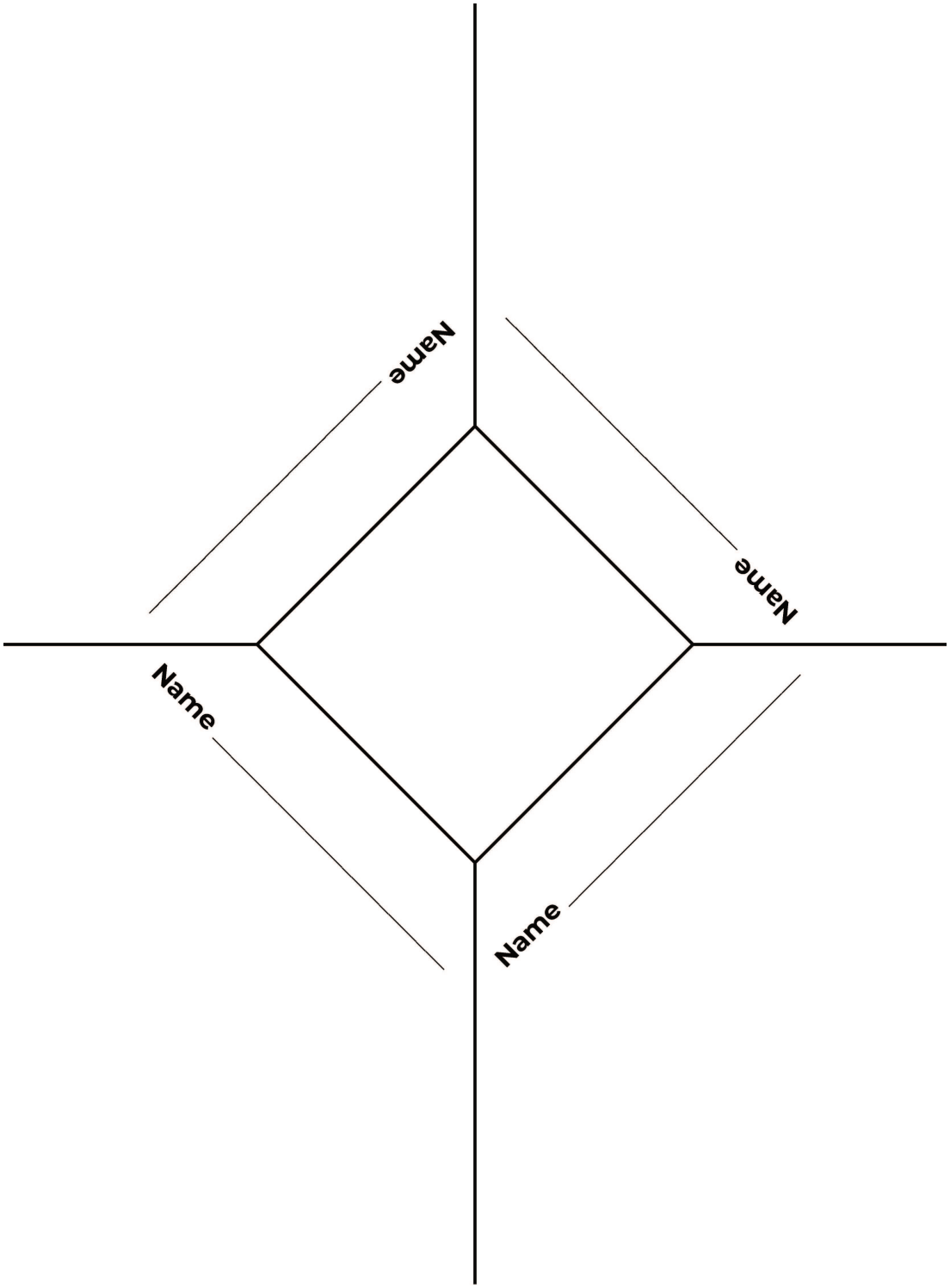
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Cluster 2 Discussion Diamond

Directions: Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group has discussed together.

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Storyboard Planner

Directions: Plan your performance by describing the three parts of the story and student roles. Next, draw a quick sketch of your tableau (picture) for each part of the story. Last, answer the question below the chart.

Title / Event (circle one):
Boston Tea Party, Coercive / Intolerable Acts, First Continental Congress, Battles of Lexington and Concord

Beginning: Cause	Middle: Event	End: Effect
Description:	Description:	Description:
Roles:	Roles:	Roles:
Drawing:	Drawing:	Drawing:

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What group or groups of people were not represented in this event?

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Storyboard Planner (Additional Guidance)

Directions: Plan your performance by describing the three parts of the story and student roles. Then draw a quick sketch of your tableau (picture) for each part of the story.

Title / Event (circle one):
Boston Tea Party, Coercive / Intolerable Acts, First Continental Congress, Battles of Lexington and Concord

Beginning: Cause	Middle: Event	End: Effect
Description of what happened:	Description of what happened:	Description of what happened:
Roles / what each person will do:	Roles / what each person will do:	Roles / what each person will do:
Drawing of what you will act out:	Drawing of what you will act out:	Drawing of what you will act out:

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What group or groups of people were not represented in this event?

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Unit 4, Cluster 3 Inquiry Chart

Unit EQ	How was Massachusetts important to the American Revolution?
Cluster SQ	**How did different groups of people respond to the Revolutionary War?**
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 17: We watched a video about African Americans and Indigenous people during the Revolutionary War and posed questions about how those groups and others responded to the war.	
Lesson 18: We explored different versions of the Declaration of Independence and read an informative text about the document.	

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What did we do?	What did we learn that helps us answer our question(s)?
Lesson 19: We watched short video clips; read about one of two important groups during the Revolutionary War, Indigenous people or African Americans; and participated in a jigsaw.	
Lesson 20: We read about one way women were involved in the war and participated in a jigsaw to learn about another way women were involved.	
Lesson 21: We listened to a read-aloud about Elizabeth Freeman and discussed the Massachusetts Constitution.	

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Name: _____ **Date**: _____

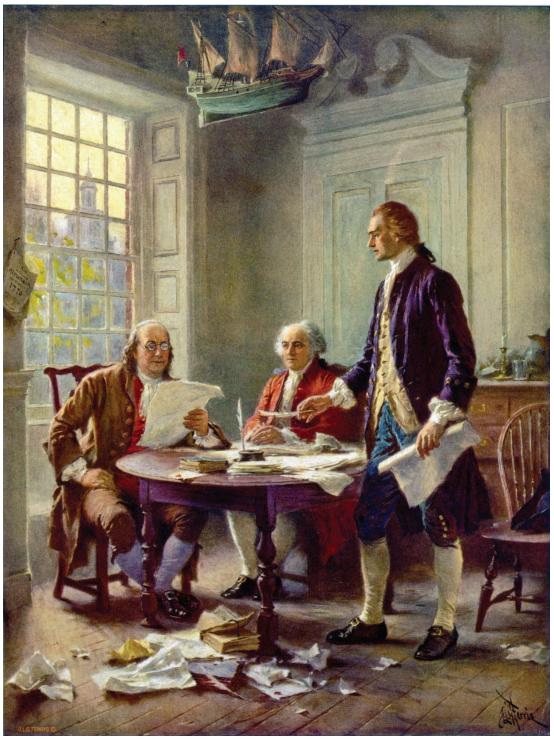
Declaration of Independence Reading

Directions: Read to learn about why the Declaration of Independence was written and what it included so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
independence	freedom from the control of others
declaration	an official announcement
document	a piece of writing used to share information
liberty	freedom

In 1776, the Revolutionary War was still going on. The colonists were fighting the British and wanted freedom. As a way to make their demands official, American leaders wrote down why they wanted **independence**. This became the **Declaration** of Independence, a special **document** that stated America was free from Britain.

The leaders who wrote the declaration included Thomas Jefferson, Benjamin Franklin, John Adams, and John Hancock. They all had slightly different ideas and went through many different versions of the declaration. Finally, they presented the document to Congress. On July 4, 1776, Congress officially accepted and signed the document.



Key authors of the Declaration of Independence included (left to right): Benjamin Franklin, John Adams, and Thomas Jefferson. Image by Jean Leon Gerome Ferris via Wikimedia Commons, public domain.

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The document says that "all men are created equal." It also says everyone deserves "life, **liberty**, and the pursuit of happiness."

Not everyone in America was treated fairly or had freedom. But the document said people in America should have the same freedoms as people did in Britain. That is why they declared independence.

Text sources:

- Bill of Rights Institute. n.d. "The Declaration of Independence Text."
- National Archives. 2018. "The Declaration of Independence: What Does It Say?"

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Name: _____ **Date**: _____

Declaration Notes Organizer

Directions: Record observations of the historical document. Then read and record evidence from the Declaration of Independence Reading.

Part 1

Declaration of Independence Historical Document

Observe: What is the heading / title?

What else do you notice about this document?

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Part 2

Declaration of Independence Reading

Read: Why was the Declaration of Independence written?

What ideas does the Declaration of Independence include?

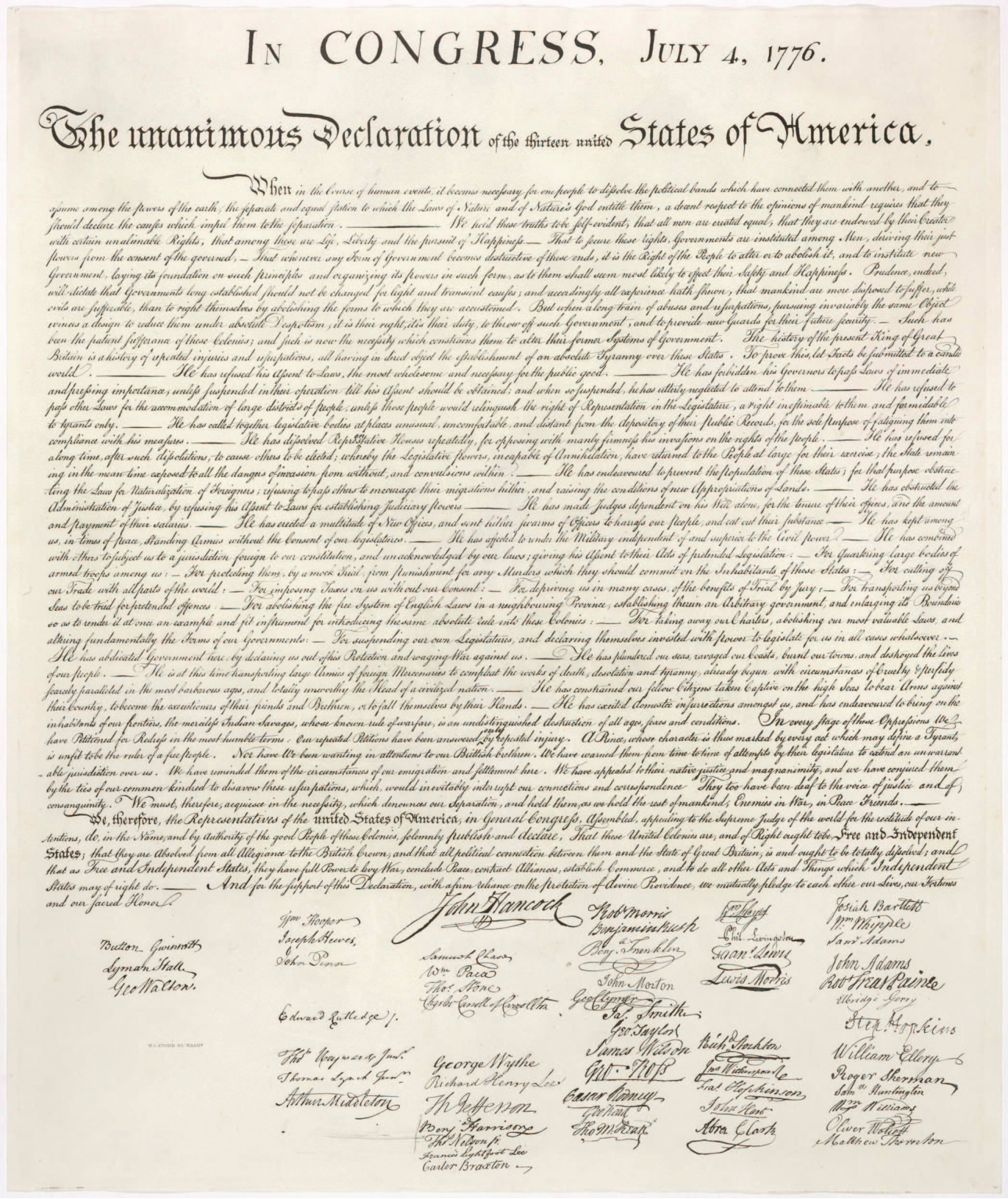
Connect: Who was and was not included in the creation and wording of the Declaration of Independence?

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How does this information help us answer our Supporting Question: How did different groups of people respond to the Revolutionary War?

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Declaration of Independence (Handwritten)



IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. — 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. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, 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. — He has refused his Assent to Laws, the most wholesome and necessary for the public good. — He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. — He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. — He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures. — He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people. — He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within. — He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands. — He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers. — He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries. — He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our People, and eat out their substance. — He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures. — He has affected to render the Military independent of and superior to the Civil power. — He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation: — For Quartering large bodies of armed troops among us: — For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States: — For cutting off our Trade with all parts of the world: — For imposing Taxes on us without our Consent: — For depriving us in many cases, of the benefits of Trial by Jury: — For transporting us beyond Seas to be tried for pretended offences. — For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies: — For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments: — For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever. — He has abdicated Government here, by declaring us out of his Protection and waging War against us. — He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people. — He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & Perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation. — He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands. — He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions. In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people. Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

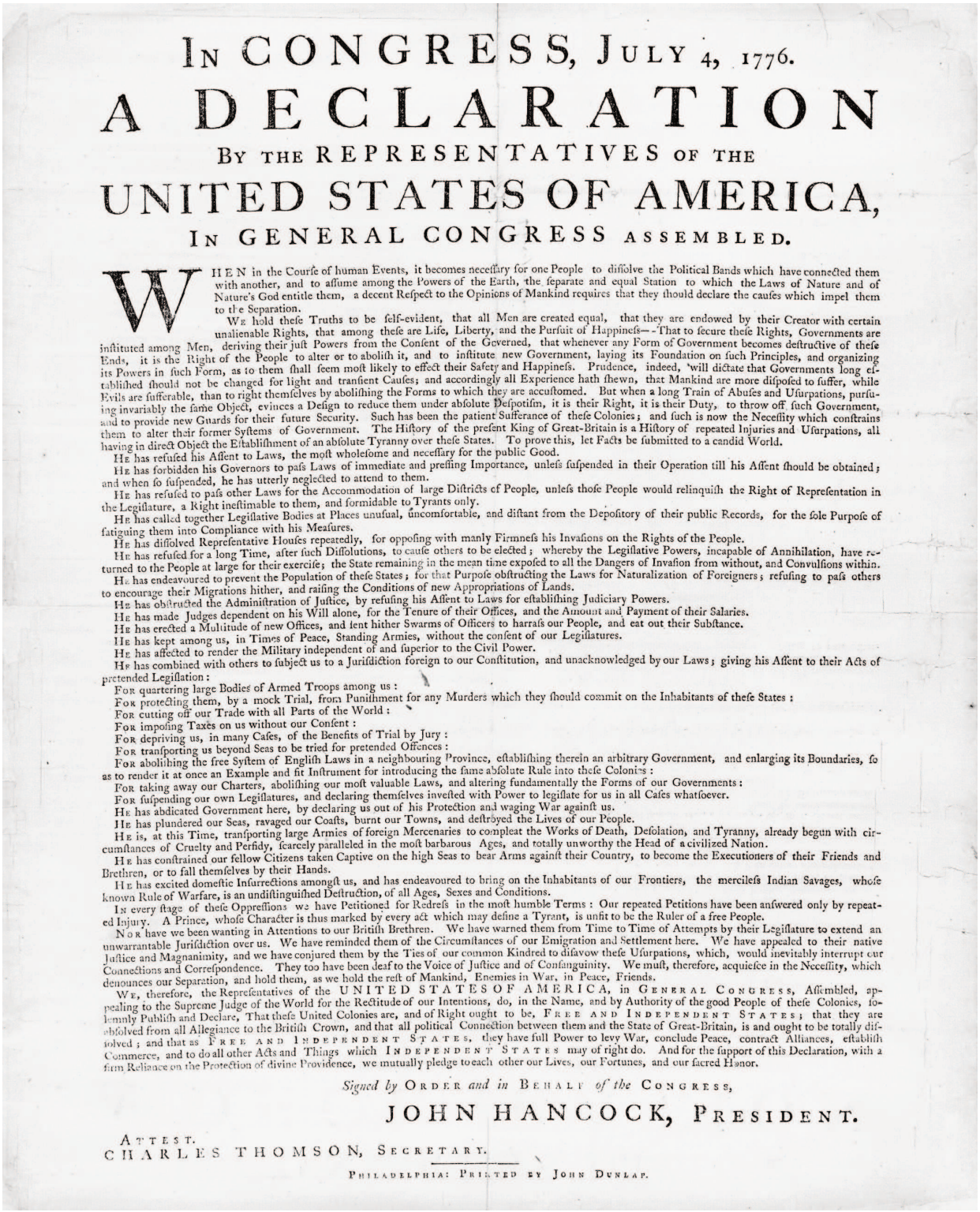
We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

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Declaration of Independence (Printed)



IN CONGRESS, JULY 4, 1776.

A DECLARATION

BY THE REPRESENTATIVES OF THE

UNITED STATES OF AMERICA,

IN GENERAL CONGRESS ASSEMBLED.

WHEN in the Course of human Events, it becomes neceſſary for one People to diſſolve the Political Bands which have connected them with another, and to aſſume among the Powers of the Earth, the ſeparate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Reſpect to the Opinions of Mankind requires that they ſhould declare the cauſes which impel them to the Separation.

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—That to ſecure theſe Rights, Governments are inſtituted among Men, deriving their juſt Powers from the Conſent of the Governed, that whenever any Form of Government becomes deſtructive of theſe Ends, it is the Right of the People to alter or to aboliſh it, and to inſtitute new Government, laying its Foundation on ſuch Principles, and organizing its Powers in ſuch Form, as to them ſhall ſeem moſt likely to effect their Safety and Happineſs. Prudence, indeed, will dictate that Governments long eſtabliſhed ſhould not be changed for light and tranſient Cauſes; and accordingly all Experience hath ſhewn, that Mankind are more diſpoſed to ſuffer, while Evils are ſufferable, than to right themſelves by aboliſhing the Forms to which they are accuſtomed. But when a long Train of Abuſes and Uſurpations, purſuing invariably the ſame Object, evinces a Deſign to reduce them under abſolute Deſpotiſm, it is their Right, it is their Duty, to throw off ſuch Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of theſe Colonies; and ſuch is now the Neceſſity which conſtrains them to alter their former Syſtems of Government. The Hiſtory of the preſent King of Great-Britain is a Hiſtory of repeated Injuries and Uſurpations, 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.

HE has refuſed his Aſſent to Laws, the moſt wholeſome and neceſſary for the public Good.

HE has forbidden his Governors to paſs Laws of immediate and preſſing Importance, unleſs ſuſpended in their Operation till his Aſſent ſhould be obtained; and when ſo ſuſpended, he has utterly neglected to attend to them.

HE has refuſed to paſs other Laws for the Accommodation of large Diſtricts of People, unleſs thoſe People would relinquiſh the Right of Repreſentation in the Legiſlature, a Right ineſtimable to them, and formidable to Tyrants only.

HE has called together Legiſlative Bodies at Places unuſual, uncomfortable, and diſtant from the Depoſitory of their public Records, for the ſole Purpoſe of fatiguing them into Compliance with his Meaſures.

HE has diſſolved Repreſentative Houſes repeatedly, for oppoſing with manly Firmneſs his Invaſions on the Rights of the People.

HE has refuſed for a long Time, after ſuch Diſſolutions, to cauſe others to be elected; whereby the Legiſlative Powers, incapable of Annihilation, have returned to the People at large for their exerciſe; the State remaining in the mean time expoſed to all the Dangers of Invaſion from without, and Convulſions within.

HE has endeavoured to prevent the Population of theſe States; for that Purpoſe obſtructing the Laws for Naturalization of Foreigners; refuſing to paſs others to encourage their Migrations hither, and raiſing the Conditions of new Appropriations of Lands.

HE has obſtructed the Adminiſtration of Juſtice, by refuſing his Aſſent to Laws for eſtabliſhing Judiciary Powers.

HE has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

HE has erected a Multitude of new Offices, and ſent hither Swarms of Officers to harraſs our People, and eat out their Subſtance.

HE has kept among us, in Times of Peace, Standing Armies, without the conſent of our Legiſlatures.

HE has affected to render the Military independent of and ſuperior to the Civil Power.

HE has combined with others to ſubject us to a Juriſdiction foreign to our Conſtitution, and unacknowledged by our Laws; giving his Aſſent to their Acts of pretended Legiſlation:

FOR quartering large Bodies of Armed Troops among us:

FOR protecting them, by a mock Trial, from Puniſhment for any Murders which they ſhould commit on the Inhabitants of theſe States:

FOR cutting off our Trade with all Parts of the World:

FOR impoſing Taxes on us without our Conſent:

FOR depriving us, in many Caſes, of the Benefits of Trial by Jury:

FOR tranſporting us beyond Seas to be tried for pretended Offences:

FOR aboliſhing the free Syſtem of Engliſh Laws in a neighbouring Province, eſtabliſhing therein an arbitrary Government, and enlarging its Boundaries, ſo as to render it at once an Example and fit Inſtrument for introducing the ſame abſolute Rule into theſe Colonies:

FOR taking away our Charters, aboliſhing our moſt valuable Laws, and altering fundamentally the Forms of our Governments:

FOR ſuſpending our own Legiſlatures, and declaring themſelves inveſted with Power to legiſlate for us in all Caſes whatſoever.

HE has abdicated Government here, by declaring us out of his Protection and waging War againſt us.

HE has plundered our Seas, ravaged our Coaſts, burnt our Towns, and deſtroyed the Lives of our People.

HE is, at this Time, tranſporting large Armies of foreign Mercenaries to compleat the Works of Death, Deſolation, and Tyranny, already begun with circumſtances of Cruelty and Perfidy, ſcarcely paralleled in the moſt barbarous Ages, and totally unworthy the Head of a civilized Nation.

HE has conſtrained our fellow Citizens taken Captive on the high Seas to bear Arms againſt their Country, to become the Executioners of their Friends and Brethren, or to fall themſelves by their Hands.

HE has excited domeſtic Inſurrections amongſt us, and has endeavoured to bring on the Inhabitants of our Frontiers, the mercileſs Indian Savages, whoſe known Rule of Warfare, is an undiſtinguiſhed Deſtruction, of all Ages, Sexes and Conditions.

IN every ſtage of theſe Oppreſſions we have Petitioned for Redreſs in the moſt humble Terms: Our repeated Petitions have been anſwered only by repeated Injury. A Prince, whoſe Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

NOR have we been wanting in Attentions to our Britiſh Brethren. We have warned them from Time to Time of Attempts by their Legiſlature to extend an unwarrantable Juriſdiction over us. We have reminded them of the Circumſtances of our Emigration and Settlement here. We have appealed to their native Juſtice and Magnanimity, and we have conjured them by the Ties of our common Kindred to diſavow theſe Uſurpations, which, would inevitably interrupt our Connections and Correſpondence. They too have been deaf to the Voice of Juſtice and of Conſanguinity. We muſt, therefore, acquieſce in the Neceſſity, which denounces our Separation, and hold them, as we hold the reſt of Mankind, Enemies in War, in Peace, Friends.

WE, therefore, the Repreſentatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS, Aſſembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of theſe Colonies, ſolemnly Publiſh and Declare, That theſe United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are abſolved from all Allegiance to the Britiſh Crown, and that all political Connection between them and the State of Great-Britain, is and ought to be totally diſſolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, eſtabliſh Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the ſupport of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our ſacred Honor.

Signed by ORDER *and in* BEHALF *of the* CONGRESS,

JOHN HANCOCK, PRESIDENT.

ATTEST.
CHARLES THOMSON, SECRETARY.

PHILADELPHIA: PRINTED BY JOHN DUNLAP.

United States Declaration of Independence, printed broadside version. Document by the Second Continental Congress and printed by John Dunlap via Wikimedia Commons, public domain.

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Name: _____ **Date**: _____

Declaration Notes Organizer (Sentence Frames)

Directions: Record observations of the historical document. Then read and record evidence from the Declaration of Independence Reading. You can use the provided sentence frames to help form your responses.

Part 1

Declaration of Independence Historical Document

Observe: What is the heading / title?

_____

_____

_____

What else do you notice about this document?

I see / notice ___ in this document.

_____

_____

_____

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Part 2

Declaration of Independence Reading

Read: Why was the Declaration of Independence written?

It was written because the colonies wanted ___.

What ideas does the Declaration of Independence include?

It includes ideas about ___ and ___.

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Connect: Who was and was not included in the creation and wording of the Declaration of Independence?

__ was included in the creation and wording but __ and __ were not.

How do these sources help us answer our Supporting Question: How did different groups of people respond to the Revolutionary War?

These sources show us that __ responded to the war by __.

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Name: _____ **Date**: _____

Indigenous People in the War Reading

Directions: Read to learn about the reasons Indigenous peoples supported each side and one important Patriot figure so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
Indigenous	the first humans to live in an area
Mohegan	an Indigenous tribe based in southeastern Connecticut

The Revolutionary War made many **Indigenous** peoples think about how to best protect their freedom and land. Some tribes supported the British. Others supported the Patriots. Both the British and the Patriots promised to help Indigenous tribes protect and stay on their land.

Patriot to Know: Samuel Ashbow Jr.



An informational plaque at the Bunker Hill Monument. It is believed that Ashbow is buried on or near grounds of the monument. Image by Luciof via Wikimedia Commons, CC BY-SA 3.0.

Samuel Ashbow Jr. and his brother John were members of the **Mohegan** tribe. When the war started, Samuel and John walked a long way to join the Patriot soldiers. They fought at Bunker Hill, where Samuel was killed. Samuel is known as the first Indigenous person to die fighting for the Patriots in the Revolutionary War.

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It's important to know that Indigenous people were part of the Revolutionary War. They helped both sides as lookouts, soldiers, and peacemakers.

Text sources:

- Makos, Isaac. 2021. "Roles of Native Americans During the Revolution."
- Mize, Julia. n.d. "Samuel Ashbow—A Forgotten Casualty of Bunker Hill." Boston National Historical Park, National Park Service.
- Museum of the American Revolution. n.d. "Liberty Exhibit Big Idea 5: Native American Soldiers and Scouts."

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Name: _____ **Date**: _____

Indigenous People in the War Notes Organizer

Directions: After reading the text with your partner, record key information from your source.

1. Why did some Indigenous people support the British during the Revolutionary War?

2. Why did some Indigenous people support the Patriots during the Revolutionary War?

3. Who was Samuel Ashbow Jr., and why was he important?

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Name: _____ **Date**: _____

African Americans in the War Reading

Directions: Read to learn about the reasons African Americans supported each side and one important Patriot figure so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
enslaved	captured, forced to work, and used as property
enslavers	people who captured and used humans as property
slavery	the practice of capturing humans to use as property

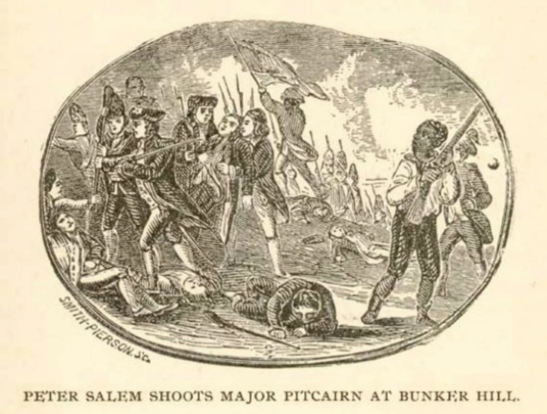
During the Revolutionary War, there were around 250,000 African Americans living in the colonies. Some of them were free, but most were **enslaved**.

Some African Americans fought with the Patriots. They did this because they believed in America's freedom. Others were sent to fight in the place of their **enslavers**. Some enslaved African Americans joined the Patriots because they were promised freedom.

The British also promised freedom to enslaved African Americans who fought with them. After the war, many of these newly freed men and their families left with the British soldiers to Canada and other places.

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Patriot to Know: Peter Salem



Peter Salem fought in various important battles throughout the Revolutionary War between 1775 and 1780. Image by unknown author via Wikimedia Commons, public domain.

Peter Salem was an African American who joined the Patriots to fight in the Revolutionary War. He fought in important battles like Lexington, Concord, and Bunker Hill. He shot a British leader at Bunker Hill, as shown in the engraving. Even though the Patriots lost that battle, Peter Salem helped America win the war.

It's important to know that free and enslaved African Americans were part of the Revolutionary War. They hoped for their freedom and for **slavery** to end.

Text sources:

- American Battlefield Trust. n.d. "Peter Salem."
- National Museum of African American History & Culture. n.d. "Black Soldiers in the Revolutionary War."
- Zielinkski, Adam E. 2020. "Fighting for Freedom: African Americans Choose Sides During the American Revolution." American Battlefield Trust.

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Name: _____ **Date**: _____

African Americans in the War Notes Organizer

Directions: After reading the text with your partner, record key information about your source.

1. Why did some African Americans support the British during the Revolutionary War?

2. Why did some African Americans support the Patriots during the Revolutionary War?

3. Who was Peter Salem, and why was he important?

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Name: _____ **Date**: _____

Indigenous People in the War Reading (Expanded Word Bank)

Directions: Read to learn about the reasons Indigenous peoples supported each side and one important Patriot figure so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
Indigenous	the first humans to live in an area
protect	to keep something safe
Patriots	colonists who wanted to be independent from Britain
Mohegan	an Indigenous tribe based in southeastern Connecticut
lookout	someone who guards or patrols an area
peacemaker	someone who works to solve conflicts

The Revolutionary War made many **Indigenous** peoples think about how to best **protect** their freedom and land.

Some tribes supported the British. Others supported the **Patriots**.

Both the British and the Patriots promised to help Indigenous tribes protect and stay on their land.

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Patriot to Know: Samuel Ashbow Jr.



An informational plaque at the Bunker Hill Monument. It is believed that Ashbow is buried on or near grounds of the monument. Image by Luciof via Wikimedia Commons, CC BY-SA 3.0.

Samuel Ashbow Jr. and his brother John were members of the **Mohegan** tribe. When the war started, Samuel and John walked a long way to join the Patriot soldiers.

They fought at Bunker Hill, where Samuel was killed. Samuel is known as the first Indigenous person to die fighting for the Patriots in the Revolutionary War.

It's important to know that Indigenous people were part of the Revolutionary War. They helped both sides as **lookouts**, soldiers, and **peacemakers**.

Text sources:

- Makos, Isaac. 2021. "Roles of Native Americans During the Revolution."
- Mize, Julia. n.d. "Samuel Ashbow—A Forgotten Casualty of Bunker Hill." Boston National Historical Park, National Park Service.
- Museum of the American Revolution. n.d. "Liberty Exhibit Big Idea 5: Native American Soldiers and Scouts."

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Name: _____ **Date**: _____

African Americans in the War Reading (Expanded Word Bank)

Directions: Read to learn about the reasons African Americans supported each side and one important Patriot figure so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
African Americans	people of African descent living in America
enslaved	captured, forced to work, and used as property
Patriots	colonists who wanted to be independent from Britain
freedom	the power or choice to do what you want
enslavers	people who captured and used humans as property
slavery	the practice of capturing humans to use as property

During the Revolutionary War, there were around 250,000 **African Americans** living in the colonies. Some of them were free, but most were **enslaved**.

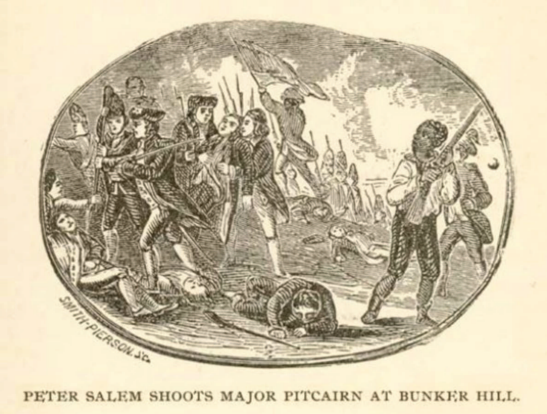
Some African Americans fought with the **Patriots**. They did this because they believed in America's **freedom**.

Others were sent to fight in the place of their **enslavers**. Some enslaved African Americans joined the Patriots because they were promised freedom.

The British also promised freedom to enslaved African Americans who fought with them. After the war, many of these newly freed men and their families left with the British soldiers to Canada and other places.

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Patriot to Know: Peter Salem



Peter Salem fought in various important battles throughout the Revolutionary War between 1775 and 1780. Image by unknown author via Wikimedia Commons, public domain.

Peter Salem was an African American who joined the Patriots to fight in the Revolutionary War. He fought in important battles like Lexington, Concord, and Bunker Hill.

He shot a British leader at Bunker Hill, as shown in the engraving. Even though the Patriots lost that battle, Peter Salem helped America win the war.

It's important to know that free and enslaved African Americans were part of the Revolutionary War. They hoped for their freedom and for **slavery** to end.

Text sources:

- American Battlefield Trust. n.d. "Peter Salem."
- National Museum of African American History & Culture. n.d. "Black Soldiers in the Revolutionary War."
- Zielinkski, Adam E. 2020. "Fighting for Freedom: African Americans Choose Sides During the American Revolution." American Battlefield Trust.

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Name: _____ **Date**: _____

On the Home Front Reading

Directions: Read to learn about the similarities and differences between Patriot and Loyalist women so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
Patriot	a colonist who wanted to be independent from Britain
spies	people who secretly collect information about and report on the activities and plans of their enemies
Loyalist	a colonist who wanted to still be a part of Britain

During the time of the Revolutionary War, women were in charge of taking care of the home. When the men went to fight, they had to do even more things.



An engraving of a woman working in a colonial kitchen shows the various tasks women were responsible for, including cooking and childcare. Image by Unknown via Wikimedia Commons, public domain.

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Patriot Families

Patriot women kept doing their regular jobs at home. They also did the jobs of male family members who were in the war. They ran their businesses and farms. They also refused to buy British items. They made their own instead. Patriot women helped soldiers by giving them a place to sleep and eat.

Some Patriot women became **spies**. They worked as cooks and maids for the British side. They listened to their plans. They took messages back to the Patriot leaders to try and help them win the war.

Loyalist Families

When Loyalist men were away fighting, many of their wives worried about getting robbed by the Patriots. Loyalist women supported Britain by buying British items.

Some women also supported the British by being spies against the Patriots. Ann Bates became a spy for the British. She pretended to sell items to Patriot army camps. When she was in the camps, she learned how many soldiers there were and what battle supplies they had. She then reported this information back to British army leaders.

Text sources:

- Museum of the American Revolution. n.d. "Liberty Exhibit Big Idea 4: A Women's War."
- National Women's History Museum. 2017. "Revolutionary Spies: Women Spies of the American Revolution."
- Smolenski, MaryKate. 2020. "Who Were the Loyalist Women of Cambridge?" History Cambridge.
- Zielinkski, Adam E. 2020. "A Glimpse at Everyday Life in the New England Colonies, 1763–1774." American Battlefield Trust.

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Name: _____ **Date**: _____

Away from Home Reading

Directions: Read to learn about the similarities and differences between Patriot and Loyalist women so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
camp followers	family members of soldiers who went from place to place with the army
Patriot	a colonist who wanted to be independent from Britain
Loyalist	a colonist who wanted to still be a part of Britain

When the Revolutionary War started, men went to fight. Some women and their children went with their male relatives to help the army. They were called **camp followers**. Other women became soldiers too.



A photograph of a recreation of camp followers during the Revolutionary War. Image by Valley Forge Historic Park via Wikimedia Commons, public domain.

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Patriot Families

Patriot women and their families who didn't have much food or money became camp followers. They did jobs like washing clothes and taking care of soldiers who were sick. They were given food, a place to stay, and protection.

Some women joined the army by pretending to be men. A woman named Deborah Sampson did this. She kept it a secret for almost two years. Free and enslaved African American women also followed the Patriot army to work for and support them.

Loyalist Families

Life was hard for many families during the war. Loyalists were often treated with disrespect by their neighbors for supporting the British. Sometimes Patriots stole their things. Some Loyalist women felt it was safer to join the British army instead of staying at home. They did similar jobs as the Patriot camp followers. They were given food, a place to stay, and protection.

Some African American women followed the British Army. They did this because their male relatives were promised freedom if they fought for Britain.

Text sources:

- American Battlefield Trust. 2021. "10 Facts: Black Patriots in the American Revolution."
- Museum of the American Revolution. n.d. "Liberty Exhibit Big Idea 4: A Women's War."
- Smolenski, MaryKate. 2020. "Who Were the Loyalist Women of Cambridge?" History Cambridge.

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Name: _____ **Date**: _____

Women During the War Notes Organizer

Directions: After reading the text with your partner, record key information from your source.

Compare: What were some similarities between Patriot and Loyalist women during the Revolutionary War?

Contrast: What were some differences between Patriot and Loyalist women during the Revolutionary War?

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Name: _____ **Date**: _____

On the Home Front Reading (Chunked Text)

Directions: Read to learn about the similarities and differences between Patriot and Loyalist women so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
Patriot	a colonist who wanted to be independent from Britain
spies	people who secretly collect information about and report on the activities and plans of their enemies
Loyalist	a colonist who wanted to still be a part of Britain

During the time of the Revolutionary War, women were in charge of taking care of the home. When the men went to fight, they had to do even more things.



An engraving of a woman working in a colonial kitchen shows the various tasks women were responsible for, including cooking and childcare. Image by Unknown via Wikimedia Commons, public domain.

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Patriot Families

Patriot women kept doing their regular jobs at home. They also did the jobs of male family members who were in the war. They ran their businesses and farms.

They also refused to buy British items. They made their own instead. Patriot women helped soldiers by giving them a place to sleep and eat.

Some Patriot women became **spies**. They worked as cooks and maids for the British side.

They listened to their plans. They took messages back to the Patriot leaders to try and help them win the war.

Loyalist Families

When Loyalist men were away fighting, many of their wives worried about getting robbed by the Patriots. Loyalist women supported Britain by buying British items.

Some women also supported the British by being spies against the Patriots. Ann Bates became a spy for the British. She pretended to sell items to the Patriot army camps.

When she was in the camps, she learned how many soldiers there were and what battle supplies they had. She then reported this back to British army leaders.

Text sources:

- Museum of the American Revolution. n.d. "Liberty Exhibit Big Idea 4: A Women's War."
- National Women's History Museum. 2017. "Revolutionary Spies: Women Spies of the American Revolution."
- Smolenski, MaryKate. 2020. "Who Were the Loyalist Women of Cambridge?" History Cambridge.
- Zielinkski, Adam E. 2020. "A Glimpse at Everyday Life in the New England Colonies, 1763–1774." American Battlefield Trust.

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Name: _____ **Date**: _____

Away from Home Reading (Expanded Word Bank)

Directions: Read to learn about the similarities and differences between Patriot and Loyalist women so you can complete your notes organizer. Use the word bank to support your understanding.

Word Bank	
relatives	family members
camp followers	family members of soldiers who went from place to place with the army
Patriot	a colonist who wanted to be independent from Britain
protection	safety
African American	people of African descent living in America
Loyalist	a colonist who wanted to still be a part of Britain

When the Revolutionary War started, men went to fight. Some women and their children went with their male **relatives** to help the army. They were called **camp followers**. Other women became soldiers too.



A photograph of a recreation of camp followers during the Revolutionary War. Image by Valley Forge Historic Park via Wikimedia Commons, public domain.

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Patriot Families

Patriot women and their families who didn't have much food or money became camp followers.

They did jobs like washing clothes and taking care of soldiers who were sick. They were given food, a place to stay, and **protection**.

Some women joined the army by pretending to be men. A woman named Deborah Sampson did this. She kept it a secret for almost two years.

Free and enslaved **African American** women also followed the Patriot army to work for and support them.

Loyalist Families

Life was hard for many families during the war. Loyalists were often treated with disrespect by their neighbors for supporting the British. Sometimes Patriots stole their things.

Some Loyalist women felt it was safer to join the British Army instead of staying at home. They did similar jobs as the Patriot camp followers. They were given food, a place to stay, and protection.

Some African American women followed the British Army. They did this because their male relatives were promised freedom if they fought for Britain.

Text sources:

- American Battlefield Trust. 2021. "10 Facts: Black Patriots in the American Revolution."
- Museum of the American Revolution. n.d. "Liberty Exhibit Big Idea 4: A Women's War."
- Smolenski, MaryKate. 2020. "Who Were the Loyalist Women of Cambridge?" History Cambridge.

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Name: _____ **Date**: _____

Elizabeth Freeman Notes Organizer

Directions: As you listen to the read-aloud of *Mumbet's Declaration of Independence*, record evidence that answers the questions below.

1. Was Elizabeth Freeman represented in the document for colonists' freedom that she witnessed being drafted? Why or why not?

2. How did Elizabeth Freeman make an impact?

3. What did you learn that helps you answer the Supporting Question: *How did different groups of people respond to the Revolutionary War?*

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Name: _____ **Date**: _____

Extension: The Massachusetts and U.S. Constitutions Reading

Directions: Read the text below to learn about how and why constitutions were written for Massachusetts and the United States. Use the word bank to support your understanding.

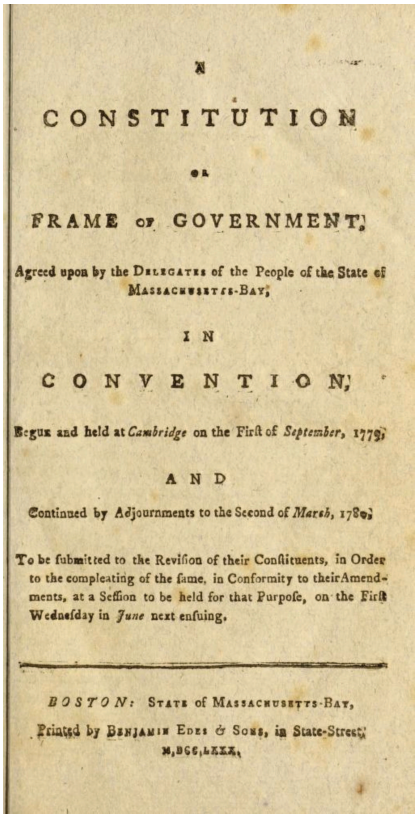
Word Bank	
government	a group of people who run a community, town, state, tribe, or country
constitution	a plan of government for a state or country
rights	basic freedoms that are protected by law

After declaring independence, each state needed to make a plan for a new state **government**. This plan of government is called a **constitution**.

Massachusetts was the first state to do this. They picked people to write the rules. John Adams knew a lot about government and did much of the writing.

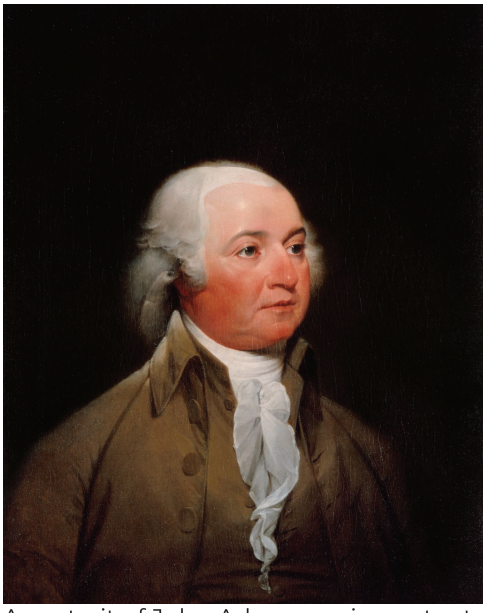
John Adams believed the government should do what's best for everyone. For the Massachusetts Constitution, he wrote down the **rights** of the people. He explained how the new government would protect those rights. The Massachusetts Constitution was completed in 1780.

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A
CONSTITUTION
OR
FRAME OF GOVERNMENT,
Agreed upon by the Delegates of the People of the State of Massachusetts-Bay,
IN
CONVENTION,
Begun and held at *Cambridge* on the First of *September*, 1779;
AND
Continued by Adjournments to the Second of *March*, 1780;
To be submitted to the Revision of their Constituents, in Order to the compleating of the same, in Conformity to their Amendments, at a Session to be held for that Purpose, on the First Wednesday in *June* next ensuing.
BOSTON: State of Massachusetts-Bay,
Printed by Benjamin Edes & Sons, in State-Street.
M,DCC,LXXX.

The title page of the first published edition of the Massachusetts Constitution in 1780. Image by State of Massachusetts-Bay via Wikimedia Commons, public domain.



A portrait of John Adams, an important writer of the Massachusetts Constitution. Image by John Trumbull via Wikimedia Commons, public domain.

In 1787, the United States made its own constitution. They looked at how Massachusetts did it. Even though John Adams wasn't there, his ideas still helped make the rules for the United States.

Text sources:

- Massachusetts Historical Society. n.d. "Collections Online: Thoughts on Government: Applicable to the Present State of the American Colonies."
- Massachusetts Court System. n.d. "John Adams & the Massachusetts Constitution." The Commonwealth of Massachusetts.

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Name: _____ **Date**: _____

Elizabeth Freeman Notes Organizer (Sentence Frames)

Directions: As you listen to the read-aloud of *Mumbet's Declaration of Independence*, record evidence that answers the questions below. You can use the word bank and sentence frames to help you.

Word Bank	
enslaved	**independence**
declaration	**lawyer**
freedom	**court**
constitution	**colonists**

1. Was Elizabeth Freeman represented in the document for colonists' freedom that she witnessed being drafted? Why or why not?

Elizabeth Freeman (was / wasn't) represented because ___.

2. How did Elizabeth Freeman make an impact?

Elizabeth Freeman made an impact by ___.

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3. What did you learn that helps you answer the Supporting Question: *How did different groups of people respond to the Revolutionary War?*

___ responded to the Revolutionary War by ___.

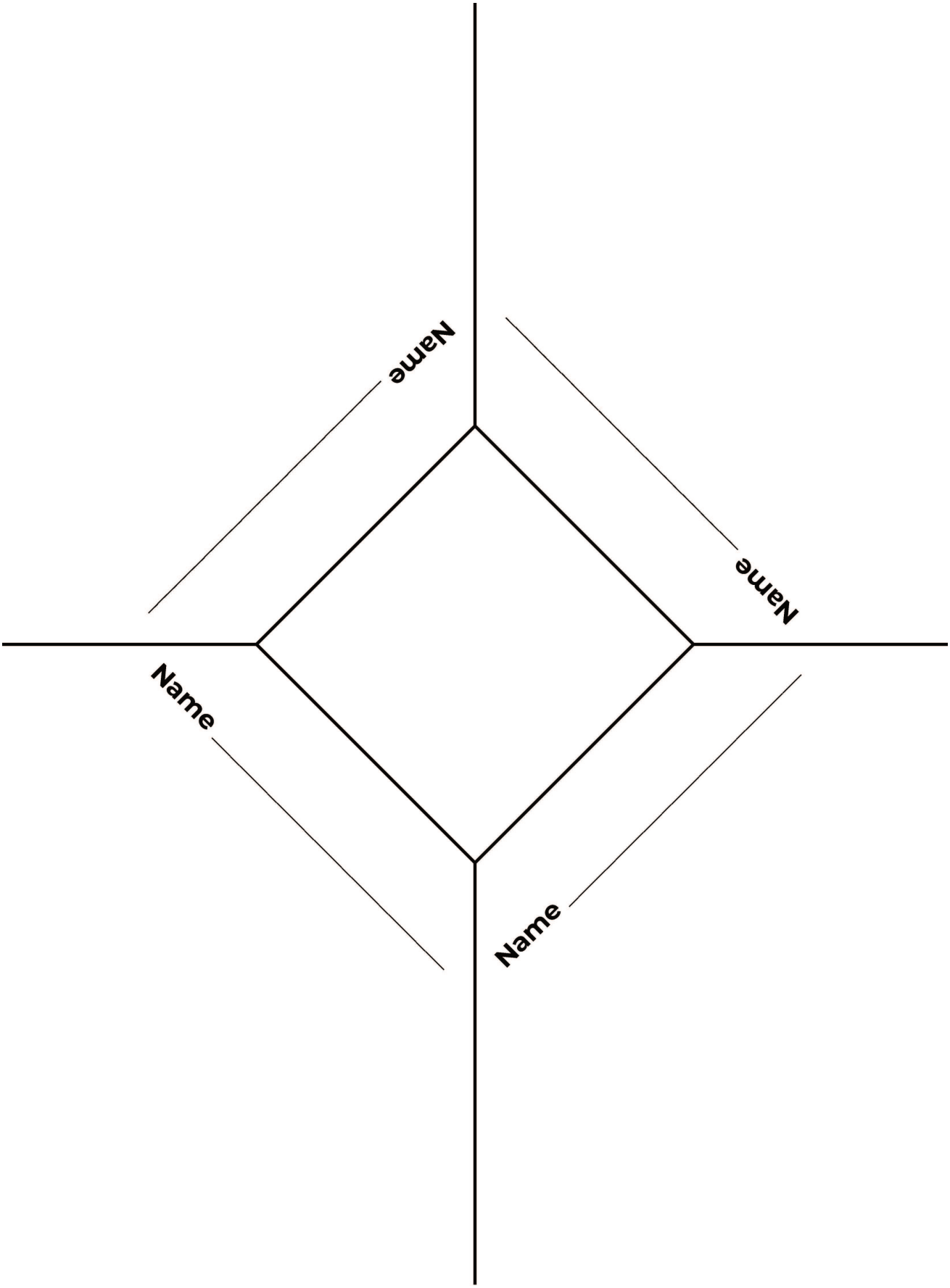
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Name: _____ **Date**: _____

Cluster 3 Discussion Diamond

Directions: Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group discusses.

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Name: _____ **Date**: _____

Cluster 3 Formative Assessment Task

Activity 2: Who (or What) Would Say That?

Directions: Read the statement and decide who or what would say that from the options listed below. Then write the letter of who or what would say that on the line next to the statement.

Possible Responses		
A. The Declaration of Independence	B. The Massachusetts Constitution	C. Loyalist soldier
D. Patriot soldier	E. Loyalist woman	F. Patriot woman

_____ 1. I am the document that explained the rights of the people in Massachusetts.

_____ 2. I am the document that explained why the colonies would no longer be part of Britain.

_____ 3. I believed that the colonies should be independent and joined the army that fought for American independence.

_____ 4. When my husband was away fighting, I purchased British items for my home to help support Britain's army.

_____ 5. When my husband was away fighting, I made my own items for my home because I didn't want to support Britain.

_____ 6. I believed that the colonies should stay part of Britain and joined the British army to support their fight.

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Name: _____ **Date**: _____

Cluster 3 Formative Assessment Task (Word Bank)

Activity 2: Who (or What) Would Say That?

Directions: Read the statement and decide who or what would say that from the options listed below. Then write the letter of who or what would say that on the line next to the statement. You can also use the word bank on the next page to support you.

Possible Responses		
A. The Declaration of Independence	B. The Massachusetts Constitution	C. Loyalist soldier
D. Patriot soldier	E. Loyalist woman	F. Patriot woman

_____ 1. I am the document that explained the rights of the people in Massachusetts.

_____ 2. I am the document that explained why the colonies would no longer be part of Britain.

_____ 3. I believed that the colonies should be independent and joined the army that fought for American independence.

_____ 4. When my husband was away fighting, I purchased British items for my home to help support Britain's army.

_____ 5. When my husband was away fighting, I made my own items for my home because I didn't want to support Britain.

_____ 6. I believed that the colonies should stay part of Britain and joined the British army to support their fight.

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Word Bank	
document	a piece of writing used to share information
rights	basic freedoms that are protected by law
independent	free from the control of others

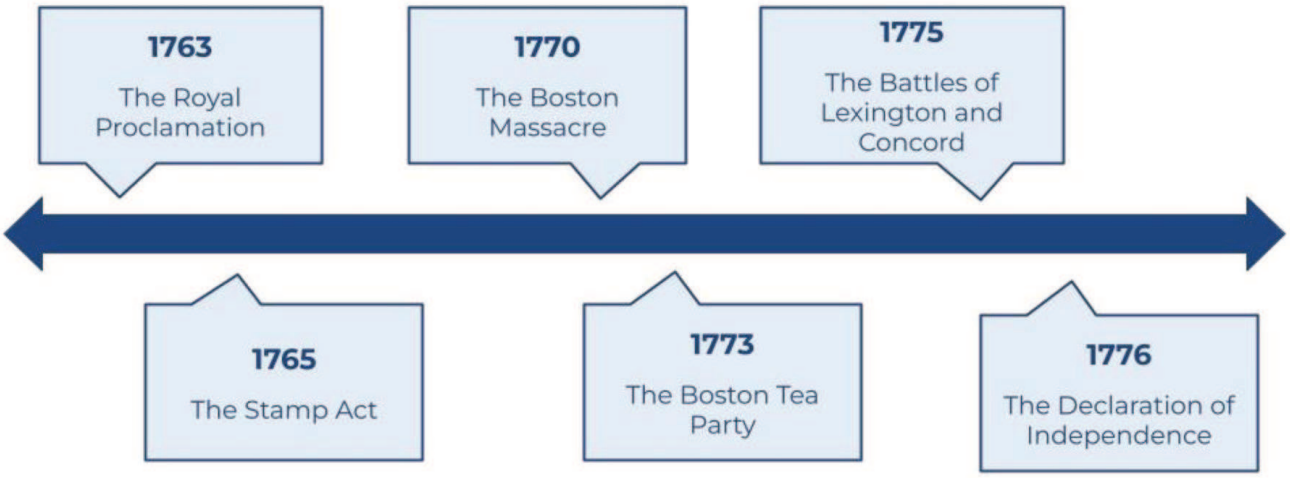
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Name: _____ **Date**: _____

Extension: Massachusetts and the American Revolution Content Assessment

Section 1: Timeline Analysis

Directions: Choose two events from the timeline. Then explain what caused that event on the lines below.



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Event name:

What caused this event?

Event name:

What caused this event?

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Section 2: Vocabulary

Directions: Match each vocabulary word on the left to its definition on the right by drawing a line to connect them.

Word	Connection	Definition
protest		money people pay to the government
independence		a rule of a community, town, state, tribe, or country
law		to speak or act against something you think is unfair
tax		a strong disagreement or difference in opinion
conflict		freedom from the control of others

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Section 3: Short Answer

Directions: Read the quote below. Then use the quote and what you learned in this unit to answer the question in a few sentences. Be sure to include specific details or evidence from the unit in your response.

> **"By 1776, American colonists were rising up to fight for their independence. But the American Revolution might never have happened if it weren't for key events that took place in Massachusetts."**
> —"Investigating History: Massachusetts and the American Revolution"

What was one important Revolutionary event that took place in Massachusetts, and why was it important?

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Clusters 1–3 Resources and Texts List

Directions: Use the lists of resources and texts below to help you organize the unit material review.

Resources

Cluster 1:

- Government in Massachusetts Graphic Organizer (Lesson 2)
- Protesting Taxes Notes Organizer (Lesson 4)
- Paul Revere's Engraving Notes Organizer (Lesson 5)
- Cluster 1 Discussion Diamond (Lesson 6)

Cluster 2:

- VIP Posters (Lessons 9 and 10)
- A Boston Tea Party Notes Organizer (Lesson 11)
- Sorting Activity (Lesson 12)
- Continental Congress Cause and Effect Graphic Organizer (Lesson 13)
- Battles Cause and Effect Graphic Organizer (Lesson 14)
- Cluster 2 Discussion Diamond (Lesson 15)

Cluster 3:

- Declaration Notes Organizer (Lesson 18)
- African Americans in the War Notes Organizer (Lesson 19)
- Indigenous People in the War Notes Organizer (Lesson 19)
- Women During the War Notes Organizer (Lesson 20)
- Elizabeth Freeman Notes Organizer (Lesson 21)

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Texts

Cluster 1:

- Government of Colonial Massachusetts Reading (Lesson 2)
- Protesting Taxes Reading (Lesson 3)
- Paul Revere's Engraving Reading (Lesson 5)

Cluster 2:

- A Boston Tea Party Reading (Lesson 11)
- Britain Responds to Boston Reading (Lesson 12)
- Continental Congress Reading (Lesson 13)
- Lexington and Concord Reading (Lesson 14)

Cluster 3:

- Declaration of Independence Reading (Lesson 18)
- Indigenous People in the War Reading (Lesson 19)
- African Americans in the War Reading (Lesson 19)
- On the Home Front Reading (Lesson 20)
- Away From Home Reading (Lesson 20)

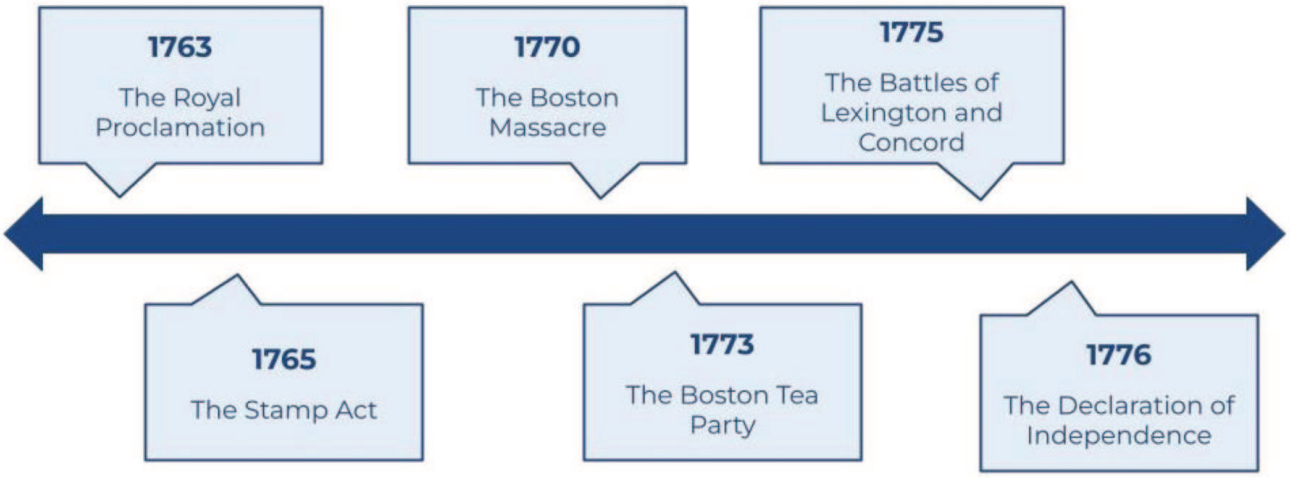
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Name: _____ **Date**: _____

Extension: Massachusetts and the American Revolution Content Assessment (Sentence Frames)

Section 1: Timeline Analysis

Directions: Choose two events from the timeline. Then explain what caused that event on the lines below. You can use the provided sentence frames to help you.



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Cause sentence frames:

- *___ was caused by ___.*
- *___ happened because (of) ___.*

Event name:

What caused this event?

Event name:

What caused this event?

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Section 2: Vocabulary

Directions: Match each vocabulary word on the left to its definition on the right by drawing a line to connect them.

Word	Connection	Definition
protest		money people pay to the government
independence		a rule of a community, town, state, tribe, or country
law		to speak or act against something you think is unfair
tax		a strong disagreement or difference in opinion
conflict		freedom from the control of others

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Section 3: Short Answer

Directions: Read the quote below. Then use the quote and what you learned in this unit to answer the question in a few sentences. Be sure to include specific details or evidence from the unit in your response.

> **"By 1776, American colonists were rising up to fight for their independence. But the American Revolution might never have happened if it weren't for key events that took place in Massachusetts."**
> —"Investigating History: Massachusetts and the American Revolution"

What was one important Revolutionary event that took place in Massachusetts, and why was it important?

An important Revolutionary event that occurred in Massachusetts was ___. It was important because ___.

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Name: _____ **Date**: _____

Summative Assessment Task Poster Organizer

Directions: Build off your pre-chosen topic from the Unit Synthesis lesson and follow the prompts below to outline what you will include on your poster. Be sure to review your sources from the unit, referring to the Clusters 1–3 Resources and Texts List and the Suggested Topics and Sources handout as needed.

Our topic:

_____

Our statement:

_____ *in Massachusetts was / were important to the American Revolution because...*

_____

_____

_____

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Cluster 1 source name:

Evidence from the source:

Cluster 2 source name:

Evidence from the source:

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Cluster 3 source name:

Evidence from the source:

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Suggested Topics and Sources

Directions: Write a response to the unit's Essential Question by choosing a topic below and using its sentence starter and sources. Or write your own response by filling in your ideas in the bottom row.

Topic	Statement sentence starter	Sources
How women in Massachusetts were important to the American Revolution	Women in Massachusetts were important to the American Revolution because...	Cluster 1: Protesting Taxes Reading Cluster 2: Phillis Wheatley VIP Chart OR Mercy Otis Warren VIP Chart Cluster 3: Away From Home Reading OR On the Home Front Reading
How protest in Massachusetts was important to the American Revolution	Protest in Massachusetts was important to the American Revolution because...	Cluster 1: Protesting Taxes Reading OR Paul Revere's Engraving Reading Cluster 2: A Boston Tea Party Reading OR VIP Charts Cluster 3: Elizabeth Freeman Notes Organizer

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Topic	Statement sentence starter	Sources
How leaders in Massachusetts were important to the American Revolution	Leaders in Massachusetts were important to the American Revolution because...	Cluster 1: Protesting Taxes Reading OR Paul Revere's Engraving Reading Cluster 2: A Boston Tea Party Reading OR VIP Charts Cluster 3: Declaration of Independence Reading OR Elizabeth Freeman Notes Organizer
How ___ in Massachusetts was/were important to the American Revolution	___ in Massachusetts was/were important to the American Revolution because...	Cluster 1: Cluster 2: Cluster 3:

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Name: _____ **Date**: _____

Summative Assessment Task Poster Organizer (Sentence Starters)

Directions: Build off your pre-chosen topic from the Unit Synthesis lesson and follow the prompts below to outline what you will include on your poster. Be sure to review your sources from the unit, referring to the Clusters 1–3 Resources and Texts List and the Suggested Topics and Sources handout as needed.

Our topic:

_____

Our statement:

_____ *in Massachusetts was / were important to the American Revolution because...*

_____

_____

_____

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Cluster 1 source name:

Evidence from the source:

This source says...

Cluster 2 source name:

Evidence from the source:

This source says...

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Cluster 3 source name:

Evidence from the source:

This source says...

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Summative Assessment Task Poster Checklist and Template

Summative Assessment Task Poster Checklist

Directions: With your partner or group, cut out the writing sections you completed on the Summative Assessment Task Poster Organizer. Then work together to glue or tape them on a large poster board or paper and add illustrations following the template below.

Top Section

- ☐ Title: How were / was ___ in Massachusetts important to the American Revolution?

Box 1

- ☐ Your statement
- ☐ An illustration

Box 2

- ☐ Cluster 1 source name and evidence
- ☐ An illustration

Box 3

- ☐ Cluster 2 source name and evidence
- ☐ An illustration

Box 4

- ☐ Cluster 3 source name and evidence
- ☐ An illustration

Bottom Section

- ☐ Write your group members' names

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Summative Assessment Task Poster Template

Title:	
• Your statement • Illustration 1	• Cluster 1 source name and evidence • Illustration 2
• Cluster 2 source name and evidence • Illustration 3	• Cluster 3 source name and evidence • Illustration 4

Group members' names:

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Name: _____ **Date**: _____

Massachusetts and the Revolution Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 6 Identify evidence from multiple sources in response to compelling questions.	Three sources are selected that provide clear and strong evidence to help answer the chosen question.	Three sources are selected that provide evidence to help answer the chosen question.	Selected sources provide evidence that is somewhat relevant to help answer the chosen question.
Practice Standard 6 Use evidence to develop a claim about the past.	There is a clear answer statement that is fully supported by the chosen evidence.	There is an answer statement that is connected to the chosen evidence.	There is an answer statement that is partially connected to the chosen evidence.
Content Standard 3.T6.2 Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.	Detailed, specific, and accurate information is provided about the chosen topic focus and how it connects to how Massachusetts was important to the American Revolution.	Generally accurate information is provided about the chosen topic focus and how it connects to how Massachusetts was important to the American Revolution.	Incomplete and/or generally inaccurate information is provided about the chosen topic focus and how it connects to how Massachusetts was important to the American Revolution.

Overall Feedback:

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QUESTION



We ask questions about what we see, think, and wonder.

	Less complex ⇨	More complex ⇨	Most complex ⇨
Who?	Who was ___?	Who made ___?	Who wrote ___?
What?	What was ___?	What did ___?	What would ___?
Where?	Where was ___?	Where did ___?	Where would ___?
When?	When was ___?	When did ___?	When would ___?
Why?	Why was ___?	Why did ___?	Why would ___?
How?	How was ___?	How did ___?	How would ___?

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SUMMARIZE



We summarize to understand and share the main idea and supporting details.

Less complex ⇨	More complex ⇨	Most complex ⇨
This is about ___.	The main idea of this source is ___.	*"Title"* by *Author* is about ___.
One detail is ___.	The first important detail is ___. A second key detail is ___.	In the *first / second* part, the main idea is ___. *An / Another* important detail is ___.
Another detail is ___.	One last important detail is ___.	The author concludes that ___.

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OBSERVE

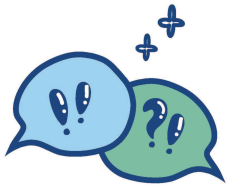


We observe a source by looking for details that help us understand it better.

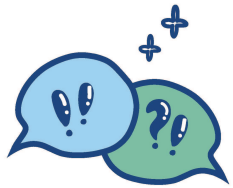
Less complex ⇨	More complex ⇨	Most complex ⇨
In this source I see ___.	An important detail I see in this source is ___.	I notice ___. This is important because ___.
In this source I notice ___.	Something I notice and want to know more about is ___.	I *see / don't see* ___, which makes me wonder ___.

Things to look for	Source types and details	Examples
Details to look for: places, people, events, geography, patterns, words, numbers, colors, map keys **Features of sources:** title, author, headings, images, captions, charts, maps, vocabulary definitions	**Source types:** article, artifact, document, drawing, graphic, illustration, image, letter, map, newspaper, photograph, primary / secondary source, video, website **Source details:** author, audience, date, title, location, materials used in an artifact, size of an artifact	• In this source I see a ruler by the coin that shows its size. • I don't see any people, which makes me wonder if the city was abandoned.

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CONNECT



We connect to our inquiry questions by thinking about what we learn from sources.

Less complex ⇨	More complex ⇨	Most complex ⇨
I think ___.	These two sources show ___.	The evidence in this source is important because ___.
One connection is ___.	This source shows ___, but the other source shows ___.	Based on evidence that shows ___, I think ___.
This source shows ___.	These sources help answer our question about ___ because ___.	The most useful sources for answering our question are ___ and ___ because ___.
This source answers our question because ___.	This information matters because ___.	We learned ___ from these sources. This is important because ___.

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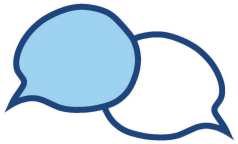
CAUSE-EFFECT



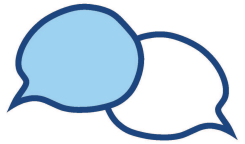
Causes and effects help us understand events in history and explain why people, ideas, and places change over time.

Less complex ⇨	More complex ⇨	Most complex ⇨
___, so ___. (cause) → (effect)	**Because (of) ___, ___.** (cause) → (effect)	**___ and ___ led to ___.** (cause + cause) → (effect)
___ because ___. (effect) → (cause)	**___ was caused by ___.** (effect) → (cause)	**___ and ___ because (of) ___.** (effect + effect) → (cause)
It was raining, so they wore boots. They wore boots because it was raining.	Because of the rain, there were big puddles. Big puddles were caused by the rain.	The rain and puddles led to wet kids. The kids got wet and cold because of the rain.

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TALK MOVES



We use talk moves to listen closely, share what we think, and build on the ideas of others.

Listening moves	Speaking moves
Clarify • Could you say that another way? • Can you explain what you mean by that? • I understand ___, but I want to know ___.	**Add on** • I'd like to add to what ___ said. I think ___. • I agree with you and ___. • Another example is ___.
Inquire • Can you tell us more about ___? • What do you think about ___? • What are some other perspectives?	**Challenge ideas** • I respectfully disagree because ___. • Why do you think that? • What is your evidence for ___?

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Grade 3 Word Map Example

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

gratitude
word

the experience of being thankful
definition



Illustrate:

Draw a picture or diagram to help you remember the meaning of the word.





Word Family:

Write down different forms of the word.

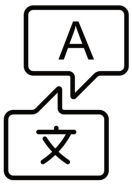
- gratitude (n)
- grateful (adj)
- gratefully (adv)



Part of speech:

Is this word a noun, a proper noun, a verb, an adjective, or an adverb?

- noun



Translanguage:

Translate the word and write it here.

- gratitud

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Name: _____ **Date**: _____

Word Map

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

_____
word

_____
definition



Illustrate:
Draw a picture or diagram to help you remember the meaning of the word.



Word Family:
Write down different forms of the word.



Part of speech:
Is this word a noun, a proper noun, a verb, an adjective, or an adverb?



Translanguage:
Translate the word and write it here

Image sources: "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields; all via thenounproject.com, licensed under CC BY 3.0.

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