



# The American Revolution Introduction



**W**elcome! You're about to step back in time to the early days that established the foundation of the United States of America! By choosing this study, you are about to offer your child a hands-on look at this amazing history! Our history studies are focused on capturing the child's attention with short, concise reading lessons and several hands-on projects that will drive each lesson home in a creative way. The "twaddle-free" projects are designed to encourage penmanship, vocabulary, creative writing and composition, critical thinking, and imagination. With fifty Lap Book™, notebook, and cooking projects—as well as games and other activities—you have a wide variety of choices to capture your child's interest!

Each lesson includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the "Additional Resources" section. This study can also act as an excellent accompaniment to any American history program.

You will want to print out all the Teacher Helps beforehand and brief yourself on the lessons and supplies needed. A one-page *Lesson Plan Schedule* is offered for ease of seeing at a glance what's coming in each lesson, allowing you to prepare ahead of time. You will want to preview the Project Pages in advance to help you with gathering the materials for the projects you choose to do. Most of the supplies are household items you will have around the house. There will be a few items that you will need to track down before the lesson. The *Tips to Consider Before Starting* sheets have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Many include penmanship options, however they are also offered with text to save on time when necessary. If you use the provided text, encourage the child regularly to read aloud the text.

Several days have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., Lap Book™ or The Daily Bugle newspaper). These particular overall projects take a bit longer to complete, however they result in pieces that your child will be very proud of.

Sprinkled throughout the lessons are Project Days. These days are designed to allow extra time to work on projects that were not completed on previous days. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as 3-D projects, science experiments, or a form of creative writing. These Project Days also offer an opportunity for review each week.

**Although the lessons are numbered, it does not mean that you have to stick to one day per lesson.** Feel free to stretch them out as needed! In turn, you may find that you do not need to utilize every Project Day. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit *your* needs!

If you have a camera available, remember to take pictures of the children working on the projects as you go! You may wish to create a notebook page of photos, helping create a portfolio of your study together.

Try to culminate the unit with a celebration! When you end it with a bang, it brings completion and satisfaction to both you and your child! We have suggestions for making the best of your last lesson!

And now, can you smell the smoke of cannon fire in the air? Do you hear the townspeople anxiously chattering as they scurry in the streets, or the clapping of the horses' hooves on the cobblestone? Get ready for adventure as we step back in time over two hundred years ago...



## Acknowledgements:

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# LESSON PLAN SCHEDULE

## The American Revolution

**KEY:**  
(LB) - To be included in Lap Book™ - To be included in Notebook

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
<b>Colonial Beginnings</b> - Mitchell's Map (NB) - Begin Timeline (NB) - Jamestown Replica - "Mayflower Compact" (NB) (LB) - Penmanship Quotes (NB)	<b>The French &amp; Indian War</b> - Shadow Puppet Play - "George Washington, Bullet-Proof Indeed!" - "The Daily Bugle" Newspaper - Timeline (NB) - Penmanship Quotes (NB)	<b>George vs. George</b> - George vs. George (LB) - Timeline (NB) - Penmanship Quotes (NB)	<b>The Problems Begin</b> - Pie Book of "Acts" (LB) - The American Government Under the Control of England (NB) - Whig vs. Tory (LB) - "Taxation Frustration" Game - Timeline (NB) - Penmanship Quotes (NB)	<b>PROJECT DAY!</b> - Projects are designated for completion of unfinished projects and review of previous lessons with new projects. - Create Facfile cards & envelopes - Choose a project that has not already been done to date - Cooking
<b>Troubles in Boston</b> - Tea Troubles (LB) - "The Daily Bugle" Newspaper - Timeline (NB) - Penmanship Quotes (NB) - "Day of Fasting, Humiliation, and Prayer" (NB) (LB) - Bad News in Boston (LB)	<b>The First Continental Congress</b> - "Join or Die" (NB) - People to Know: Franklin, Henry (LB) - Be a "Compositor" (NB) - Franklin Experiments: - The Music of Glass, Optics - Timeline (NB) - Penmanship Quotes (NB)	<b>LESSON 8</b> <b>The Shot Heard 'Round the World</b> - "Paul Revere's Ride" (NB) - Minuteman Pop-up (LB) - Be a Minuteman! Game - Candle Dipping (NB) - Battles of the Revolution Map (NB) - "The Daily Bugle" Newspaper - Timeline (NB) - Penmanship Quotes (NB)	<b>LESSON 9</b> <b>The War is Underway</b> - People to Know: S. Adams (LB) - Battles of the Revolution Map (NB) - 1st & 2nd Continental Congress (LB) - "The Daily Bugle" Newspaper - Timeline (NB) - Penmanship Quotes (NB)	<b>PROJECT DAY!</b> - Complete outstanding projects - Continue Facfile cards (set 2) - Choose a project that has not already been done to date - Cooking
<b>Washington Takes Command</b> - Paint Miniature Soldiers - "Common Sense" (NB) (LB) - Battles of the Revolution Map (NB) - Timeline (NB) - Penmanship Quotes (NB) - "The Daily Bugle" Newspaper	<b>LESSON 12</b> <b>Let Freedom Ring!</b> - Liberty Bell Pop-up (LB) - "Declaration of Independence" (NB) (LB) - People to Know: Jefferson (LB) - "The Daily Bugle" Newspaper - Battles of the Revolution Map (NB) - Timeline (NB) - Penmanship Quotes (NB)	<b>LESSON 13</b> <b>The Battles in New York Pt. 1</b> - People to Know: Hale (LB) - God's Hand of Providence (LB) - Battles of the Revolution Map (NB) - Timeline (NB) - Penmanship Quotes (NB) - Soldiers of the Revolution (LB) - People who Fought in the Revolution (NB)	<b>LESSON 14</b> <b>The Battles in New York Pt. 2</b> - People to Know: J. Adams, Lafayette (LB) - Make a Haversack - Battles of the Revolution Map (NB) - Timeline (NB) - Penmanship Quotes (NB) - "The Daily Bugle" Newspaper	<b>PROJECT DAY!</b> - Complete outstanding projects - Continue Facfile cards (set 3) - Cooking
<b>A Long, Hard Winter</b> - Valley Forge Diorama - People to Know: Von Steuben (LB) - "The Daily Bugle" Newspaper - Timeline (NB) - Penmanship Quotes (NB) - Battles of the Revolution Map (NB)	<b>LESSON 17</b> <b>Women of the War Pt. 1</b> - Emily Geiger (NB) - Women of the War (LB) - Secret Messages! (NB) - Timeline (NB) - Penmanship Quotes (NB)	<b>LESSON 18</b> <b>Women of the War Pt. 2</b> - Make a Colonial Flag Floorcloth - Cut a 5-Pointed Star (NB) - "The Daily Bugle" Newspaper - Timeline (NB) - Penmanship Quotes (NB)	<b>LESSON 19</b> <b>The War Continues on Land &amp; Sea</b> - "Battle Blitz" File Folder Game - "The Daily Bugle" Newspaper - Battles of the Revolution Map (NB) - Timeline (NB) - Penmanship Quotes (NB)	<b>PROJECT DAY!</b> - Complete outstanding projects - Continue Facfile cards (set 4) - Cooking
<b>The Tides Turn</b> - "The Daily Bugle" Newspaper - Battles of the Revolution Map (NB) - Timeline (NB) - Penmanship Quotes (NB)	<b>LESSON 22</b> <b>A New Nation is Born</b> - People to Know: Madison (LB) - Monarchy vs. Republic (LB) - "Constitution" & "Bill of Rights" (LB) (NB) - "Liberty at Last" File Folder Game - "The Daily Bugle" Newspaper - Timeline (NB) - Penmanship Quotes (NB)	<b>LESSON 23</b> <b>PROJECT DAY!</b> - Complete outstanding projects - Choose a project that has not already been done to date	<b>LESSON 24</b> <b>Pulling together the Lap Book™</b> - Review the topics studied as you bring together the Lap Book™ - finish any unfinished projects - Gather all the Lap Book™ projects and prepare the file folder portfolio	<b>LESSON 25</b> <b>Wrapping it up with a "Tribute to the Revolution"!</b> - Finish off the unit with a party! - Choose from the many suggestions for décor, foods, games, and more! - This is a great opportunity to share what you've learned with relatives and friends!





# LESSON 1

## *Colonial Beginnings*



**W**ith the boom of exploration in the 15th and 16th centuries, a whole new world was waiting to be discovered! Along with that came colonization by European nations. Spain settled mostly in the south and central areas while France found friends—and enemies—among the natives and explored far to the north. Portugal was granted only a small tip of the southern continent, and England made its home in the mid section of the northern continent, putting down roots in what would become the thirteen colonies. A variety of Europeans other than the English settled in these colonies as well: Irish, Scottish, French, Dutch, and German, to name a few. What would draw so many to leave a homeland they'd always known to venture to an unknown wilderness? Freedom! Freedom from unfair laws, power hungry rulers, and most of all, the freedom to worship God!

The King of England had little concern for the colonies in the beginning. He did not wish to govern or take responsibility for the obvious problems that awaited colonists. The only interest the king showed was in what profit could be made from the colonies for England. If the merchants could find ways of bringing back valuable materials or findings from this foreign land, that would mean new interests for England! As for the colonist wanting to start a new life, however, that would be an expense. Protection and support through supplies and goods would come at a price to England—one she didn't want to pay.

### **JAMESTOWN'S SUCCESS AND THE FIRST COLONY OF VIRGINIA**

With its share of tragedies and triumphs, Jamestown became the first successful settlement in 1607, and the capital of the very first colony, Virginia, named after the "Virgin Queen," Queen Elizabeth I. The new world was not producing the riches that England first thought it would, but Jamestown struck its own gold in 1612 when John Rolfe, the very man who married Pocahontas, brought to England a mild tasting, high quality tobacco that became the rage in London.

Tobacco was a plant that needed vast amounts of land to grow and many hands to tend it. In 1619 this dilemma was answered when laborers were first introduced to the new world from Africa. When we think of Africans toiling in the fields, we think of slaves brought by force. These first Africans were not slaves, however, but "indentured servants" or "bond servants." In exchange for passage to America, an agreement was made to work off the debt. Bond servants worked for a "master" for a total of generally 4-7 years. Once the "tenure" or time of payment was finished, they were free to begin a life of their own. Sometimes, masters treated their bond servants harshly which led to many running away. Others were generous with their servants, helping them get established with a portion of land, supplies, and even a small house when the debt was paid.

The year 1619 also brought about the establishment of the House of Burgesses in Jamestown; a group of people that would represent the colonists. With no government in the colonies from England, a government needed to be organized of their own. The first governor, George Yeardley, established the House of Burgesses, electing 22 "burgesses" to represent 11 settlements. In order to be a burgess, the man needed to be Caucasian and of some wealth.

### **THE PILGRIMS AND MASSACHUSETTS**

The Massachusetts colony was established in 1620 with the arrival of the Pilgrims. When storms blew the Mayflower off course, far north of its original destination of Virginia, this group of separatists landed at Plymouth Rock in December of 1620. England had adopted a protestant faith since the time of King Henry VIII, and with that came different groups whose beliefs differed from each other. The Puritans were a devout group who grew more frustrated







## Lesson 1: Colonial Beginnings (cont'd)

with the Church of England. The agreements King Charles I was making retained many of the Catholic beliefs and rituals, which upset the Puritans.

A particular group of Puritans in Scrooby, England, were under the watchful eye of the English church. Fearing imprisonment and worse, they fled to Amsterdam, where there was freedom to practice beliefs as one chose. Because they were separating from the English church we call them separatists, although they referred to themselves as Saints. We also call them Pilgrims, as they were journeying to another land in hopes of a new way of life.

After eleven years, however, the work was poor and the Puritans feared the influences of the non-believers on their children. They set out with a crew heading for the New World. After a false start with a leaking vessel, all 102 Pilgrims joined the crew of about 30 on the overcrowded Mayflower for the 66-day journey. Having landed so far north of Jamestown, the Pilgrims felt they did not have to follow the rules established by Virginia.

With the guidance of men such as William Brewster, John Carver, and William Bradford, they wrote the Mayflower Compact, a document of agreement of their own temporary government. Promising to “covenant and combine” themselves together into a “civil body politic,” they would make just and equal laws to govern their community.

### ...AND ELEVEN MORE MAKE THIRTEEN COLONIES

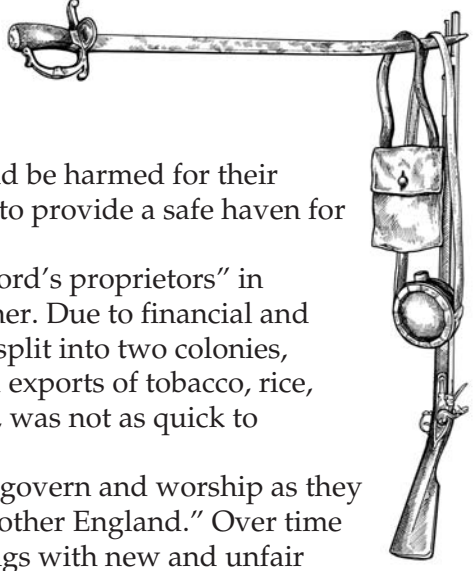
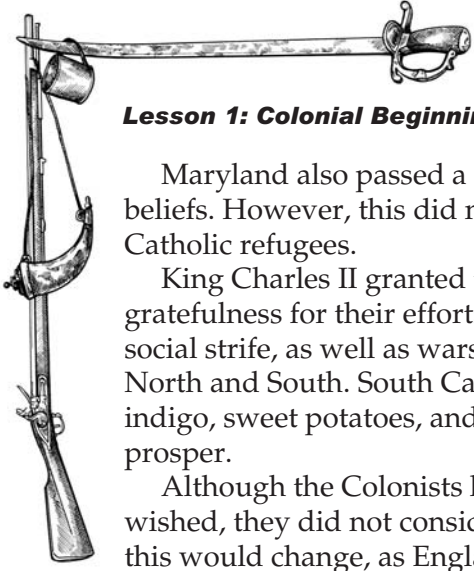
Following the establishment of the Massachusetts colony came the following colonies: New Jersey (as early as 1618 by Dutch as New Netherlands, 1664 by England), New Hampshire (1623), New York (settled in 1624 by Dutch also as New Netherlands, 1664 by England), Maryland (1634), Rhode Island (1636), Connecticut (c. 1636), Delaware (1638), North Carolina (1653), South Carolina (1663), Pennsylvania (1682), and Georgia (1732). The colonies were divided into three sections: Northern or “New England” Colonies (Massachusetts, Connecticut, Rhode Island, and New Hampshire), the Middle Colonies (New York, Vermont, Pennsylvania, and Delaware), and the Southern Colonies (Virginia, Maryland, North Carolina, South Carolina, and Georgia).

### A FEW POINTS OF INTEREST...

When the first settlement was established on “Governors Island” in New Netherlands, a fort was erected within the year. The surrounding town became known as New Amsterdam. A Dutch colonial administrator named Peter Minuit created a deed with the Manhattan Natives in order to possess the island. He purchased it for about 60 guilders worth of beads and trifles; \$24 in value. However, forty years later four English warships were sent by James, the English Duke of York, asserting that the land had already been claimed by the English through the discoveries of English explorer John Cabot. Its new name became New York.

William Penn, a Quaker, was the son of a wealthy British Admiral. The King had borrowed money from the Admiral, which was never paid back. When William Penn became a bit of a problem with his Quaker ideas in England, the King managed to pay off his debt while also sending Penn away by giving him a large tract of land in the Americas. This land was named “Pennsylvania,” meaning “Penn’s woods.”

A Puritan minister by the name of Roger Williams was banished by the Massachusetts Bay colony in 1636 due to his unorthodox idea that a person should not come to salvation by force, but instead that it should be a choice of the heart. His banishment led him to settle in Rhode Island, where he befriended the natives and led many to Christ with his witness and testimony. He named the area “Providence,” as he felt God’s providence had led him there. He welcomed all faiths with open arms: Catholic, Protestant, Quaker, Jew, and even atheist.

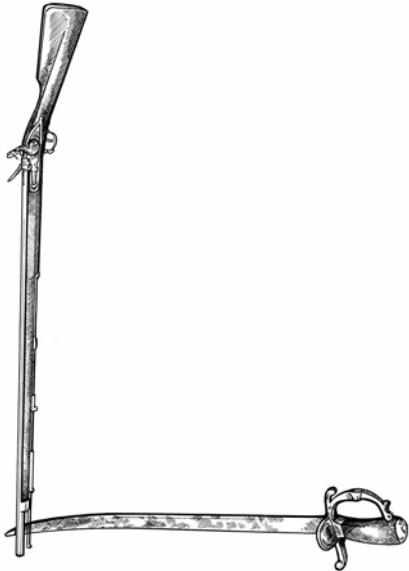


**Lesson 1: Colonial Beginnings (cont'd)**

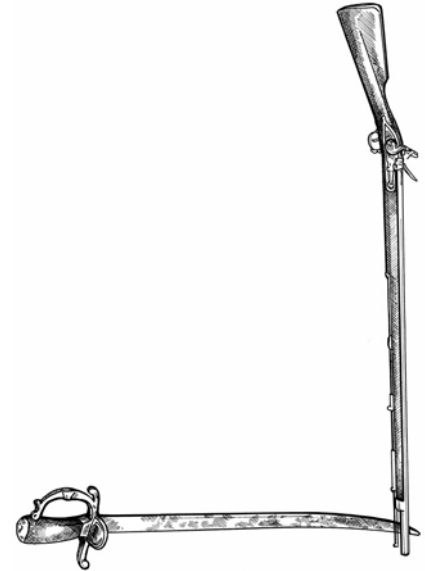
Maryland also passed a Toleration Act where no Christian could be harmed for their beliefs. However, this did not protect Jews and atheists, but came to provide a safe haven for Catholic refugees.

King Charles II granted the region of Carolina to eight of the "lord's proprietors" in gratefulness for their efforts to restore him to the throne of his father. Due to financial and social strife, as well as wars with the natives, Carolina eventually split into two colonies, North and South. South Carolina thrived with the plantations and exports of tobacco, rice, indigo, sweet potatoes, and other crops. North Carolina, however, was not as quick to prosper.

Although the Colonists hoped for a life with more freedoms to govern and worship as they wished, they did not consider themselves detached from their "Mother England." Over time this would change, as England would soon tighten the apron strings with new and unfair laws, demands, and taxes. The eventual cry of the colonists would become, "*No king but King Jesus!*" The stranglehold would eventually force the colonies to want to rebel and break away...completely.



**The American Revolution: 1-c**



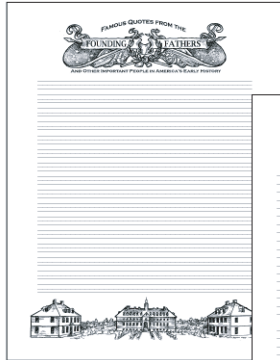
# LESSON PROJECTS



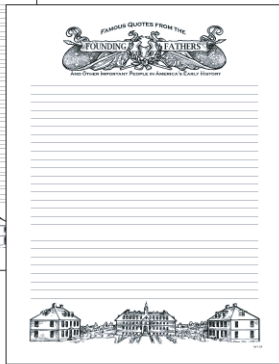
## 1) PENMANSHIP “Famous Quotes from the Founding Fathers...”:

Many of the founding fathers had words of wisdom that still ring true today. You may recognize some of these quotes! You will also discover how many of these important men of our nation’s earliest days depended on their faith in God and spoke out boldly about it!

Each lesson day will include a page with quotes from either the founding fathers or other important people of the time. There are a few selections to choose from to find what level of penmanship works best for your child:

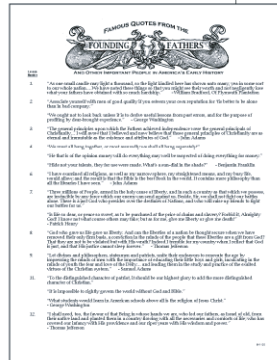


Penmanship page with dotted lines  
(Print off as many as needed of master M-1-23)



Penmanship page with ruled lines  
(Print off as many as needed of master M-1-24)

sample A  
(M-1-25, M-1-26)



sample B  
(M-1-1a to M-1-22a)



sample C



Penmanship page with dotted text for practice  
(masters M-1-1b to M-1-22b)

Text descriptions:

- A) Just text for the more advanced student
- B) Cursive sample for a more visual option of placement, size, and style

- Complete the first lesson of copywork (M-1-1). Three-hole punch and store in your notebook.

## 2) CREATE THE JAMESTOWN REPLICA:

Jamestown Virginia was the first town to establish itself permanently in the English colonies. Create a replica of your own!

- SUPPLIES:
- 1 copy of masters M-1-27 and M-1-28 on white card stock
  - 1 copy of master M-1-29 on white or ivory card stock
  - glue or double-sided sticky tape
  - scissors
  - a metal paper clip
  - a toothpick
  - colored pencils
  - a ruler

### DIRECTIONS:

1. Begin by coloring in the base, the palisades (fort walls), bulwarks, houses and flag.
2. Cut out around all the pieces as indicated.



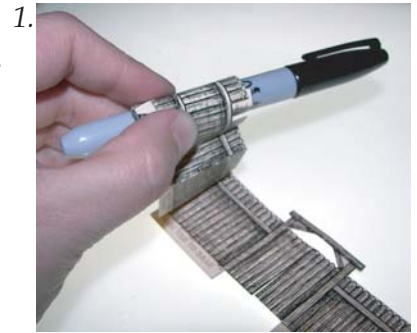
3. Using the paper clip and ruler, score all fold lines for fort walls, bulwarks, and houses. This will aid in folding a clean line. To score a fold, line your ruler up with the fold line. Run the rounded end of the paper clip several times along the ruler over the line to create a groove.



## Lesson Projects 1 (cont'd)

1

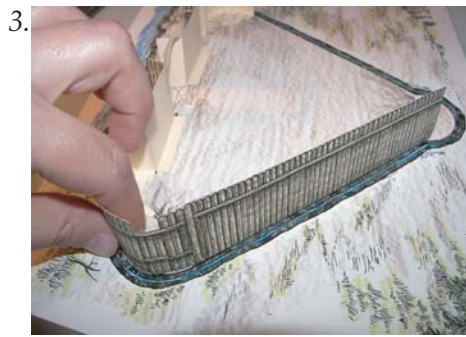
4. When preparing your palisades, you will want to wrap the rounded corners around a thick cylindrical object like a marker to aid in the curling process. Fold in all of the cut folds and bend your straight folds in preparation for adhering to the base. (picture 1)



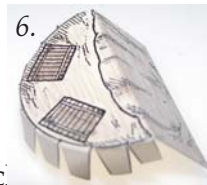
5. When all of your palisades are ready, place double-sided sticky tape or run a thin line of glue INSIDE the trench on the base. (picture 2)



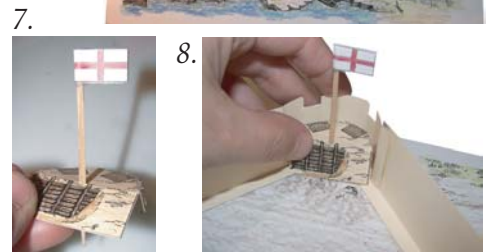
6. Place the front wall in place. If you are gluing, wait until it has set before attaching the second wall. Place the second wall in its location, securing the tab to the previous wall. Do the same with the third wall, attaching it to both the first and second wall at the tabs. (pictures 3, 4, & 5)



7. Fold the bulwarks at the curved edge tabs, as well as across the dirt edge, as shown in picture. (picture 6)



8. Wrap the flag around the toothpick and secure. Stick the toothpick through the top of the back corner bulwark. (picture 7)



9. Secure the bulwarks at the tabs to the inside of the corners of the fort walls with glue or double-sided sticky tape. (picture 8)



10. Score and bend the tabs, corners, and roof of the houses. (pictures 9 & 10)

11. Tuck in and adhere the tabs to form the houses. Place in the fort! If you want more houses, try printing off master M-1-28 in smaller sizes!

(Look for scaling options in your printer commands)



## Lesson Projects 1 (cont'd)

1

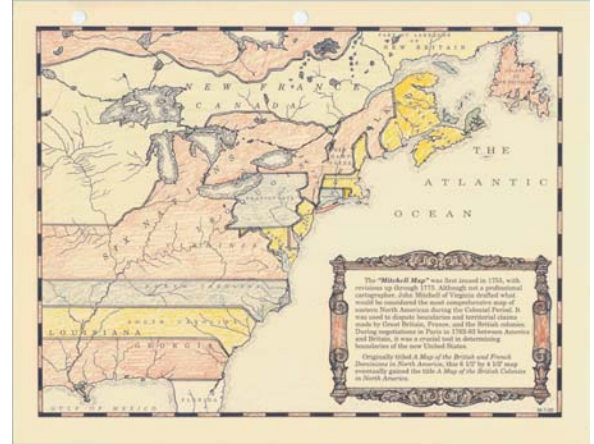
### 3) CREATE THE MITCHELL MAP:

This map is reflective of John Mitchell's Map, produced during the Colonial era. It was the most comprehensive map of North America and showed borders that represented the territorial claims made by not only French and British empires, but also by the British colonies.

**SUPPLIES:** - 1 copy of master M-1-30  
on white or ivory paper.  
- colored pencils

**DIRECTIONS:**

Color in the map.  
3-hole punch for inclusion in your binder.



### 4) "MAYFLOWER COMPACT":

The Mayflower Compact was the first governing document written by the pilgrim fathers at Plymouth Colony on November 11, 1620. We have two choices for you to add to your projects!

#### ACTIVITY #1: Notebook version

**SUPPLIES:** - 1 copy of master M-1-31 on ivory or parchment paper  
- On the back side of the Mayflower Compact, print master M-1-32 (ruled lines) or M-1-33 (dashed lines)

**DIRECTIONS:**

Use the lines on the back of the document to write information about the Pilgrims' voyage, colonization, or reasons why the document was created.

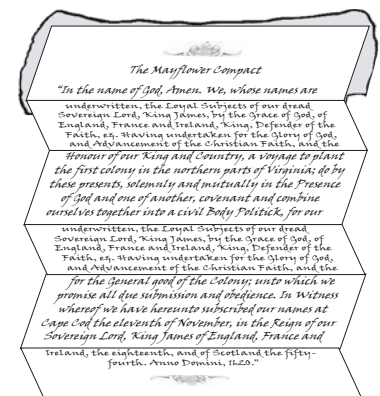
#### ACTIVITY #2: Lap Book™ version "Doc-Pocket"

**SUPPLIES:** - 1 copy of master M-1-34 on ivory card stock  
- 1 copy of master M-1-35 on white paper  
- double-sided sticky tape

**DIRECTIONS:**

1. Cut out the scroll for the Mayflower Compact from the card stock.  
Set aside the remainder of the page for future documents.

2. Cut out the copy of the Mayflower Compact and fold to fit behind the scroll. Adhere with double-sided sticky tape behind the top of the document. Set aside in a zip-lock bag for inclusion in the Lap Book™ in lesson 24.



**5) BEGIN NOTEBOOK TIMELINE:**

**Timeline Lines:**

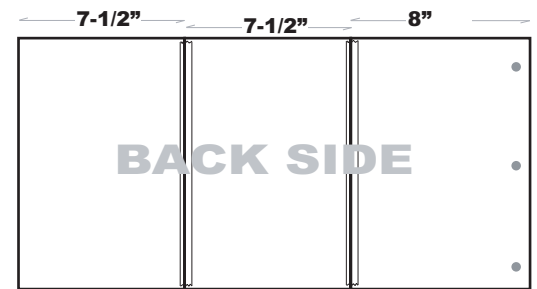
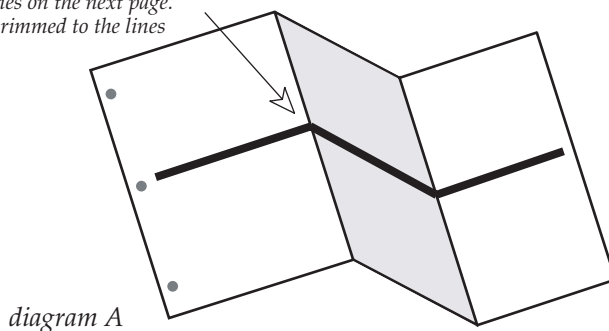
SUPPLIES: - 1 copy of masters M-1-40 through M-1-48 on colored card stock  
 - clear packing tape

**DIRECTIONS:**

Three-hole punch the first page (master M-1-40) to fit in your 3-ring binder. Trim the right side of the page on the gray line. Trim the other pages on both lines provided so that each final size of the remaining pages is 7-1/2" wide. Tape pages together, lining up the timeline (*note in diagram A*). Using packing tape, butt the edges of the card stock close together, leaving a slight gap to allow the page to fold over after it's taped. Tape along the length of the back side (*diagram B*). The pages will fold accordion style without interfering with the rings, allowing the line to be continuous.

You will have nine panels when you are finished.

*Note: right edge of the first page has been trimmed off to meet lines on the next page. Remaining pages are trimmed to the lines on both sides.*



**Timeline Figures:**

SUPPLIES: - 1 copy of master M-1-36 on either regular paper or label stock  
 - double-sided sticky tape or glue sticks - colored pencils

**DIRECTIONS:**

1. For Lesson 1, you will place the following figures: *Village of Jamestown, The Pilgrim Voyage on the Mayflower, Mayflower Compact*

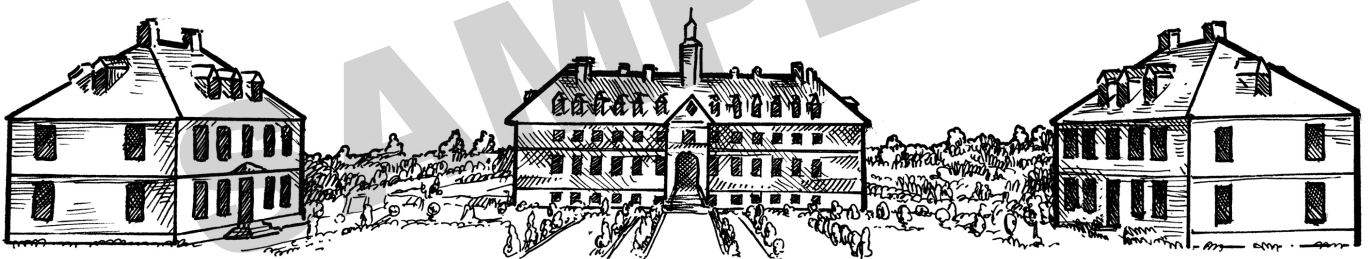
2. Cut, color, and glue the figures to the time line.



FAMOUS QUOTES FROM THE  
FOUNDING FATHERS  
AND OTHER IMPORTANT PEOPLE IN AMERICA'S EARLY HISTORY

*"As one small candle may light a thousand, so the light kindled here has shown unto many, yea in some sort to our whole nation....We have noted these things so that you might see their worth and not negligently lose what your fathers have obtained with so much hardship."*

*- William Bradford  
Of Plymouth Plantation*





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*-- William Bradford  
Of Plymouth Plantation*



FAMOUS QUOTES FROM THE



AND OTHER IMPORTANT PEOPLE IN AMERICA'S EARLY HISTORY

Handwriting practice area consisting of multiple sets of horizontal lines (top, middle, bottom) for writing.





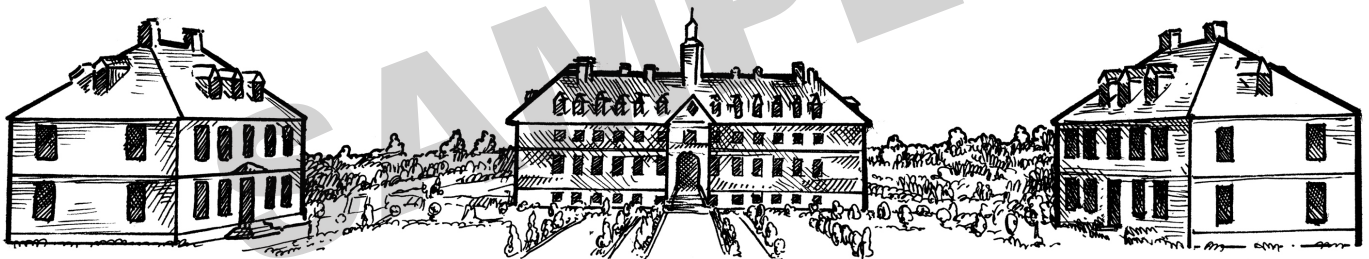
FAMOUS QUOTES FROM THE

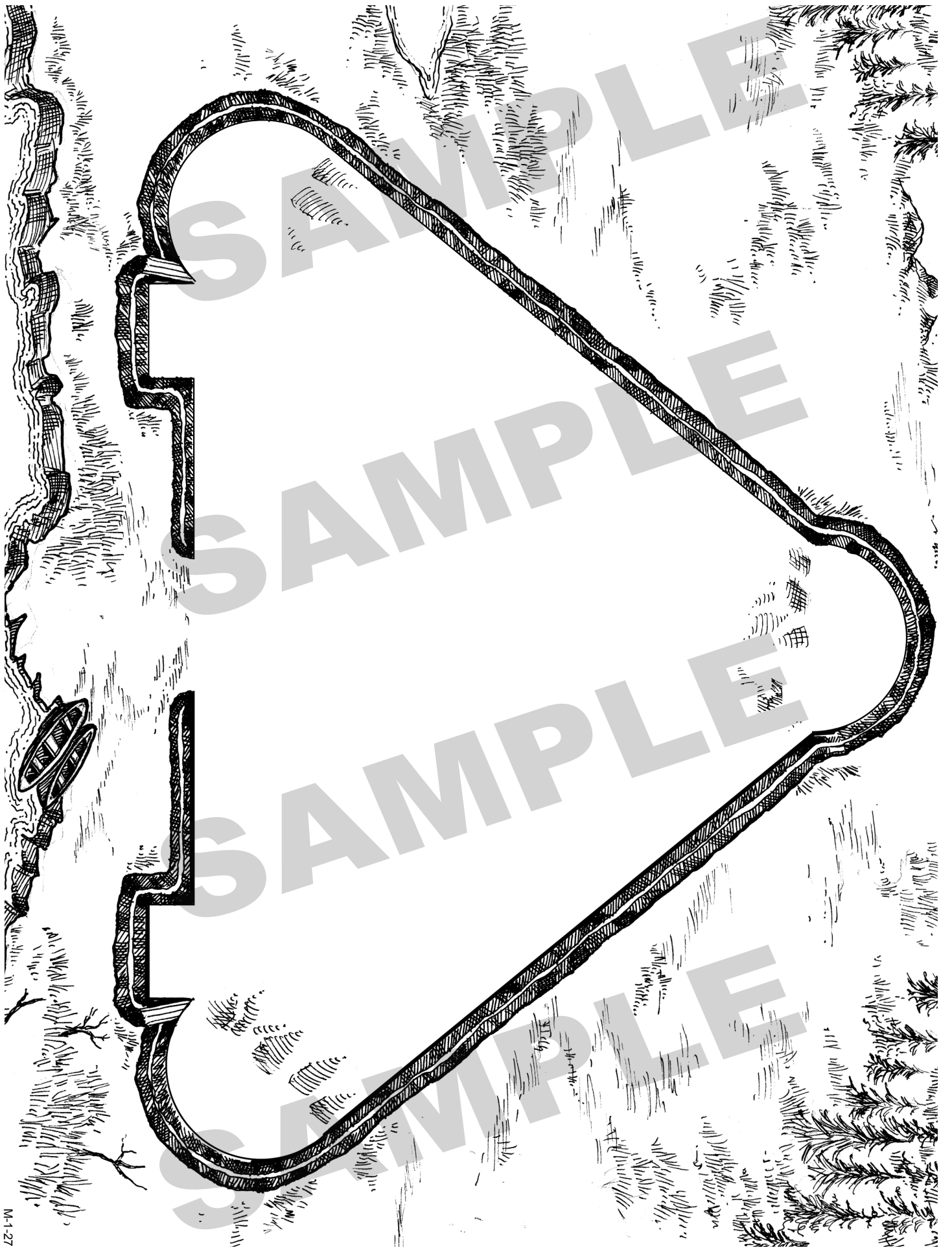


FOUNDING FATHERS

AND OTHER IMPORTANT PEOPLE IN AMERICA'S EARLY HISTORY

Lined writing area for notes.

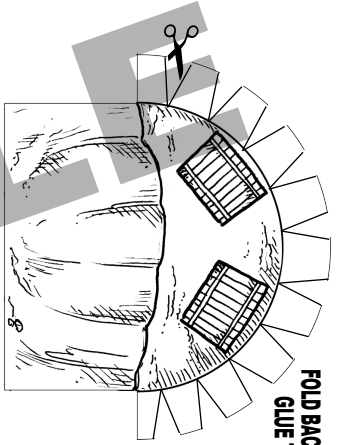




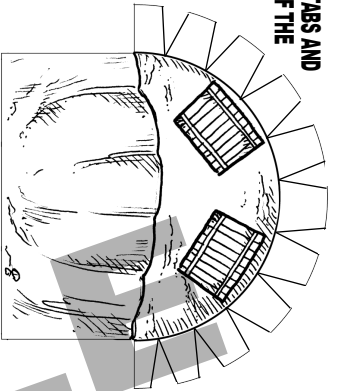






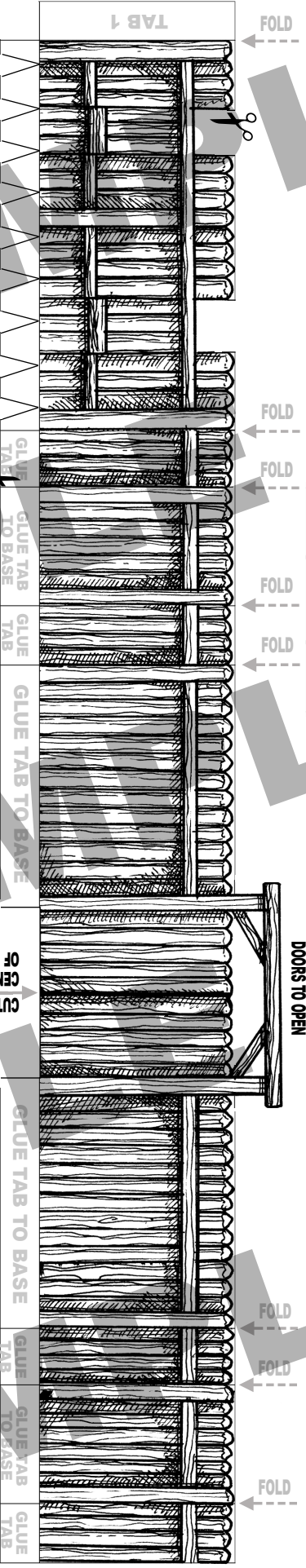
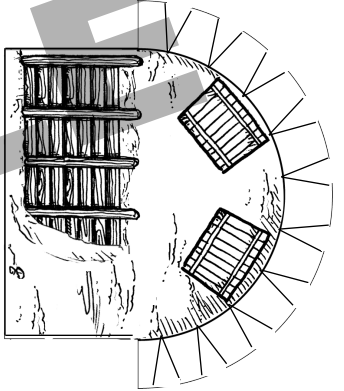


FOLD BACK ANGLED TABS AND  
GLUE TO INSIDE OF THE  
BULWARK



FOLD  
STRAIGHT  
ACROSS

CUT OUT THE WHITE SPACE  
ABOVE THE DOOR AND FOLD  
DOORS TO OPEN



FOLD BACK ANGLED TABS AND  
GLUE DOWN TO BASE

Clip the tabs on the lines just to the  
bottom of the fort walls. These tabs will  
fold back and glue to your base.

CUT DOWN  
CENTER  
OF DOOR

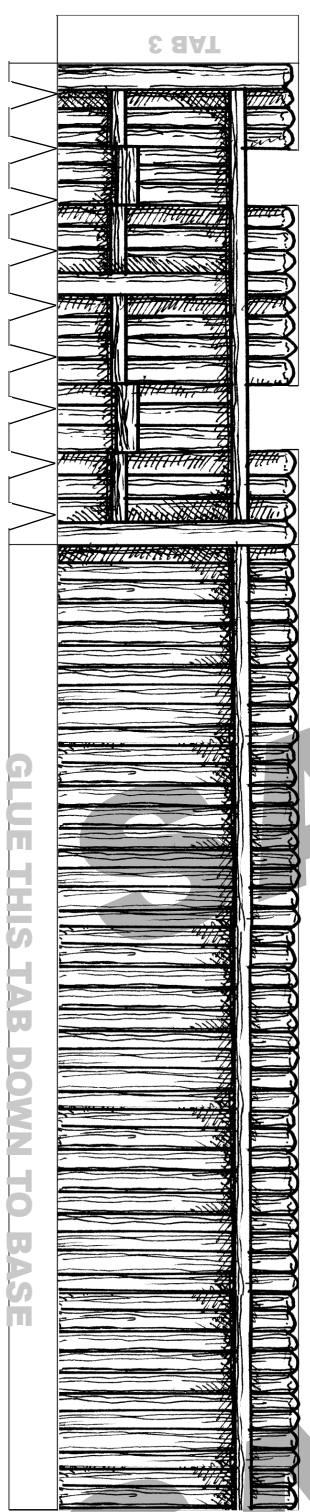
GLUE TAB 3 TO THE  
BACKSIDE OF THIS  
PALLSADE

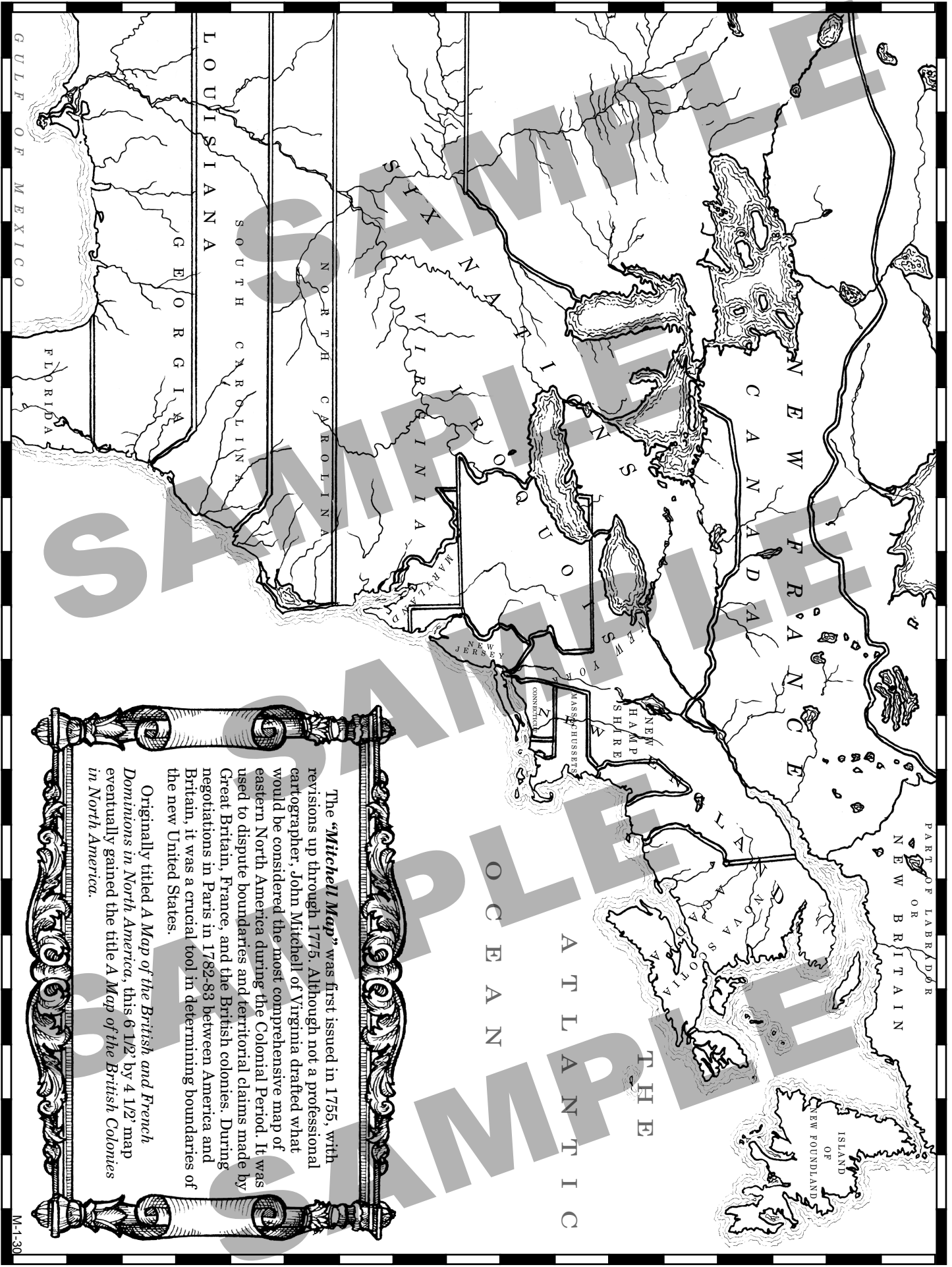
GLUE TAB 1 TO THE  
BACKSIDE OF THIS  
PALLSADE

GLUE TAB 2 TO THE  
BACKSIDE OF THIS  
PALLSADE

GLUE THIS TAB DOWN TO BASE

GLUE THIS TAB DOWN TO BASE





The "Mitchell Map" was first issued in 1775, with revisions up through 1775. Although not a professional cartographer, John Mitchell of Virginia drafted what would be considered the most comprehensive map of eastern North America during the Colonial Period. It was used to dispute boundaries and territorial claims made by Great Britain, France, and the British colonies. During negotiations in Paris in 1782-83 between America and Britain, it was a crucial tool in determining boundaries of the new United States.

Originally titled *A Map of the British and French Dominions in North America*, this 6 1/2' by 4 1/2' map eventually gained the title *A Map of the British Colonies in North America*.



## The Mayflower Compact

"In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord, King James, by the Grace of God, of England, France and Ireland, King, Defender of the Faith, etc. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a voyage to plant the first colony in the northern parts of Virginia; do by these presents, solemnly and mutually in the Presence of God and one of another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof to enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the General good of the Colony; unto which we promise all due submission and obedience. In Witness whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the Reign of our Sovereign Lord, King James of England, France and Ireland, the eighteenth, and of Scotland the fifty-fourth. Anno Domini, 1620."







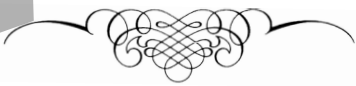
SAMPLE

SAMPLE

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SAMPLE





**SAMPLE**

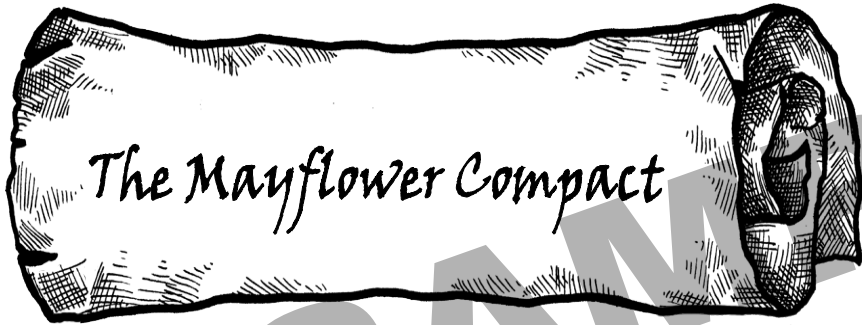
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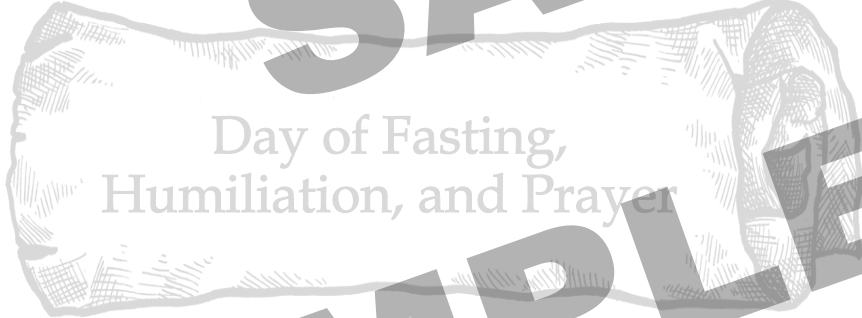
**SAMPLE**

**SAMPLE**





Day of Fasting,  
Humiliation, and Prayer



COMMON SENSE;

By Thomas Paine

ADDRESSED TO THE  
INHABITANTS  
OF

A M E R I C A,

On the following interesting  
S U B J E C T S.

- I. Of the Origin and Design of Government in general  
With concise remarks on the English Constitution.
- II. Of Monarchy and Hereditary Succession.
- III. Thoughts on the present State of American Affairs
- IV. Of the present Ability of America, with some  
miscellaneous reflections.

Man knows no Master save creating HEAVEN,  
Or those whom Choice and common Good ordain.

THOMSON.

PHILADELPHIA  
Printed and Sold by R. BELL

MDCCLXXVI





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FOLD HERE

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FOLD HERE



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Timeline Figures - 1



Village of Jamestown  
May, 1607 A.D.



The Pilgrim Voyage  
on the Mayflower  
September 6 - December 21,  
1620 A.D.



Mayflower Compact  
1620 A.D.



French and Indian War  
1754-1763 A.D.



George Washington  
1732-1799 A.D.



George III  
1738-1820 A.D.



The Sugar Act  
1764 A.D.



Stamp Act  
1765 A.D.



Townshend Acts  
1767 A.D.



The Boston Massacre  
March 5, 1770 A.D.



Boston Tea Party  
December 16, 1773 A.D.



First Continental Congress  
September 5 -  
October 26, 1774



Patrick Henry  
1736-1799 A.D.



Benjamin Franklin  
1706-1790 A.D.



Paul Revere's Ride  
April 18, 1775



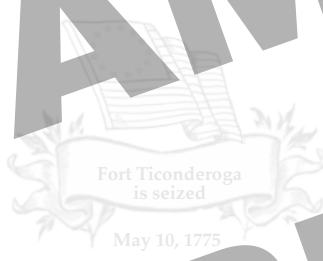
War begins at



Ethan Allen  
1738-1789 A.D.



Benedict Arnold  
1741-1801 A.D.



Fort Ticonderoga  
is seized  
May 10, 1775



Second Continental Congress  
May 11, 1775



Samuel Adams  
1722-1803 A.D.



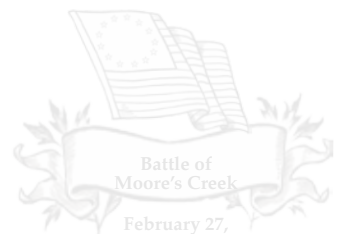
Battle of Breed's Hill  
(Bunker Hill)  
June 17, 1775



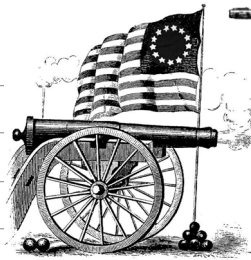
Attack on Quebec  
December 30-31,  
1775



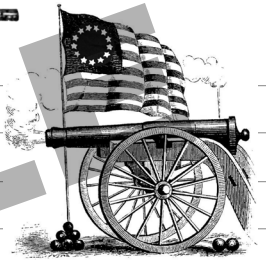
Thomas Paine  
1737-1809 A.D.



Battle of  
Moore's Creek  
February 27,  
1776



# TIMELINE OF THE AMERICAN REVOLUTION



Village of Jamestown

French and Indian War

The Sugar Act



1600



1730



1765

The Pilgrim Voyage on the Mayflower

George Washington

Mayflower Compact

George III

Stamp Act

