

THE AMERICAN VILLAGE

Living America's Story: Patriots

Patriots is part of the series of popular and exciting early childhood programs, Living America's Story, best suited for grades K through 3, giving younger students the chance to participate in meaningful seasonal adventures.



VIGNETTES:

“Ride with Paul Revere!”: By reacting to the news of danger with action, you can help your country and fellow citizens. In meeting Paul Revere and assisting him with his famous ride, students see that with a plan, you can face danger and avoid bad consequences.

“Mrs. Darraugh’s Dilemma”: Many times citizens are called to do dangerous jobs when the safety of the country is at stake. Visiting the house of Lydia Darraugh and moving on to the Rising Sun Tavern, participants learn how everyday citizens might be needed as spies to aid their country during times of war.

“The Boston Tea Party”: Sometimes risky, but humorous action is needed to make a point in an intolerable relationship. After dressing up like Native Americans, as did the patriots of December 1773, students help Leonard Pitt throw chests of tea into the Boston Harbor to protest England’s taxes and the colonies’ lack of proper representation in the government.

“Colonial Games”: Students play games popular during colonial times, including "hoops" and "trap ball".



WHAT TO DO TO PREPARE FOR YOUR EXPERIENCE AT THE AMERICAN VILLAGE

- ☆ Look up the definition of “patriot” in the dictionary with your students. Once you discuss the actual meaning, ask students for their ideas about the word. Do any of the class members have relatives who have served or who are serving in the military? Do any have ancestors who fought in the Revolutionary War?
- ☆ Review the story of Paul Revere and his famous ride. Ask the children if they have ever had to pass a secret message? Have they ever had to come up with a plan in case of danger, such as a weather or fire drill?
- ☆ Ask the students if they know what a spy is. Is a spy good or bad? If good, are there times and situations when it is bad to be a spy? If bad, are there times and situations when it is good to be a spy?
- ☆ Read a book about the Boston Tea Party, such as *Boston Tea Party* illustrated by H. W. Vackar and published by Dodd Meade circa 1890. (This can be downloaded for a small fee by going to the following website: http://www.childrensbooksonline.org/Boston_Tea_Party/index.htm.) Talk about the illustrations in the book. Ask the students what they would feel like wearing clothing such as that illustrated in the book.
- ☆ It might be fun to have a tea party for the class before coming to the Village. Talk about why the patriots thought calling their actions a “tea party” was a form of a joke.
- ☆ Talk about manners and customs of our time. What are some of your classroom or school rules? Ask students to report about family customs.



The American Village: Teaching Youth America's Legacy of Liberty

Lesson Title: America's Road to Revolution (K-3)

Lesson Objectives:

- Students will understand the concept of “freedom” by collecting and identifying symbols of freedom.
- Students will become familiar with the founding fathers of our country through recognition and facts about George Washington, Benjamin Franklin and Thomas Jefferson.
- Students will gain a basic understanding of what the colonists did to help attain our freedom by practicing to be in the Continental Army.

Assessment:

- Students will complete a matching activity of pictures related to the above.
- Students will recognize key characters when seeing/hearing descriptors regarding their role in our country's freedom.
- Students will be able to verbalize what “freedom” means.

Materials and Resources:

- *...If You Lived in Colonial Times* by Ann McGovern
- *Sam the Minuteman* by N. Benchley
- F is for Flag
- L is for Liberty
- Reading Railroad Series – Grossett and Dunlap
by Wendy Cheyette Lewison
- *Can't You Make Them Behave, King George* by Jean Fritz
- *America: A Patriotic Primer* by Lynn Cheney
- 15 Plays for Beginning Readers – Famous Americans, Grades 1--2
- The Bill of Rights from a Child's Point of View by Caroline Mackay, Grades 3--5



Background: Teaching patriotism is an important concept for students to understand at a very early age. The painting titled “Spirit of 1776” is a great visual about who we are and how we became a free nation. The Revolutionary War was a victory of unbelievable odds and as a result, America is a free land. Today, after two plus centuries and a few decades, the lessons taught by these brave men and women set an example of the American spirit. Patriotic flags and symbols, stories of the founding fathers, activities and music can be utilized to teach young students about freedom, our founding fathers and the sacrifice of many men and women who united together for the cause of freedom.

Some of the ways to teach children patriotism is to have them perform in an informative play or program. Teaching students about respect for their flag, country and other patriotic symbols such as the Liberty Bell, the Statue of Liberty and the Washington Monument is important for patriotism to take root in young children. Recognizing holidays with some activity or program helps us appreciate our freedom more. Teaching and singing patriotic songs is another way to instill patriotism. All the wonderful music that has been written about our country gives us feelings of pride. Programs honoring those who have served our country are very helpful to teach student that their freedom was paid for with sweat and blood. Have some of those service men and women come and talk to students helps them see that there are real people that fight and not just pictures on TV. A good power point presentation on the flags that have flown over the United States is an effective tool to help students understand how important the flag really is to all Americans. Another way to teach patriotism is to open a program, unit of study or holiday recognition with the scouts posting the Colors of the United States of America.

Learning Activities: Objective 1.



Bring a decorated gift box into the classroom. Cut a slit in the top of the box. Ask students what the 4th of July is and why we celebrate it? Ask students what the word “freedom” means.

Give students magazines, coloring books and an assignment to take home with the following instructions: find pictures and/or objects of things that represent “freedom”. Ask students to bring in at least one item or picture to place in the box that is a symbol of “freedom”. After students have collected their items, pull each out of the box; lead a brief discussion as to why that item is symbolic of freedom.

Display the print, “Spirit of 1776”. Ask the students what they see. After hearing all student responses, lead the students in a brief discussion of why “freedom is not free”.

Read the book: L is for Liberty. After reading the book, proceed with the next activity.

Optional activity: Laminate the print, “Spirit of 1776”; cut into appropriate size puzzle pieces for the class. Allow students time to put the puzzle together.

Give each student a copy of the symbol work sheet: Symbols of the United States. Younger students can cut out the pictures and place them in the freedom box; older students can write a sentence about each answering the following question:

Why are these symbols considered a representation of freedom in the United States?

Learning Activities: Objective 2.

Introduce the founding fathers by providing a coloring sheet of George Washington, Benjamin Franklin and Thomas Jefferson. (not included; can be found on line or in a coloring book)

Place on the board a cut out (laminated if possible) of each of the founding fathers with the following facts about each person:

George Washington: Commander in Chief of the Continental Army; First President of the United States; his home was Mt. Vernon; he was a farmer and he was very tall. Use a tape measure or yard stick to cut a paper strip the length of George Washington’s height (6’3” or 75”). Tape the strip on the floor or the wall and allow the students to compare their height to George Washington’s.

Benjamin Franklin: Scientist; Publisher; Postmaster; Inventor; and Statesman; Benjamin Franklin signed both the Declaration of Independence and the Constitution.

Thomas Jefferson: Wrote the Declaration of Independence; his home is called Monticello; he was the 3rd President of the United States; and he did not fight in the Revolutionary War.

*There are many interesting facts about each of these founding fathers. Bring out those most appropriate to the grade level of your students.

Learning Activity : Objective 3.

Activity: To help students understand what and why the colonists started a Revolution, play the game ---
“My Favorite NO!”

Give a brief lesson on King George the III – explained that he lived far over the ocean and that he wanted the colonists (the English that had sailed the ocean to come to America) to obey him and help pay for his kingdom, even though the colonists had no vote or representation in England.

Give each student an index card with the word NO written on it (large letters); then present the basics of the Stamp Act, pass around a stamp and allow each student to stamp their card; the Townshend Act – give each student a tea bag to help them remember that this placed a tax on tea – also as a reminder of the Boston Tea Party; the Quartering Act – require all the students to move into one part of the room so the British soldiers can take over their desks; after each explanation of King George’s rules, ask the students if that is OK and if not, allow them to hold up their card and shout “NO”. At the end of the lesson, choose the class favorite NO!

To further illustrate the students’ understanding of the colonists’ actions, conduct the **“Skittles”** activity.

Give each student 10 small pieces of candy such as Skittles. Tell them they are not to eat the candy until the activity is complete. Appoint roles to three students. One is the king of England (place a crown on his/her head); one represents the Parliament (make a sign to indicate Parliament or make a cotton ball wig to place on his/her head); and one the tax collector (provide a basket or container of some sort to collect the taxes.) Students must pay the tax collector one piece of candy for possessing the following items:

Jeans, glasses, jewelry, tennis shoes, T shirts, phone, computer and toys.

After the tax collector collects the candy, he receives 10%. The tax collector gives 50% of the collected “taxes” to the representative from Parliament for running the Empire and the King receives 40% of the “taxes”. After all the taxes have been collected, the students discuss how they feel about this situation. Relate this back to the colonists. The teacher takes the student concerns and writes a letter to the King expressing their NO on taxes.

Activity: “Say it with a Song”: Take any concept or idea you are trying to teach and put it to a simple song. For ex. Sing the following words to Twinkle, Twinkle Little Star.

You can’t tax my toys and clothes
You can’t tax my tea and me.
We have rights and we will fight
For our freedom if we might
Tell the King we do not like
Taking things he has no right.

Tune: Are you sleeping?

No more taxes, no more taxes; we will fight, we will fight.

We are truly Patriots; we are truly Patriots;

We love our country; we love our country.

Tune: Have you ever seen a lassie?

Does everyone have courage, have courage, have courage?

Does everyone have courage, to stand for what's right?

When kings say pay this tax,

When soldiers take my playroom,

Does everyone have courage to stand for what's right?

Activity:

- Distribute a patriot drummer boy coloring sheet (can be found on line or in a coloring book)
- Distribute the Patriotic Differences Activity sheet (included in lesson plan.)

Evaluation:

When shown pictures of the founding fathers, students will identify the correct fact about each person.

Students sit or stand in a circle. When asked to discuss "freedom", a student giving a correct response will have the "freedom ball" (a red, white and blue ball) tossed to them; when the teacher asks the next question, the student tosses the ball to that person. This continues until every student makes a correct response about what freedom means.



Paul Revere on his famous ride in 1775. He called out "The Regulars are coming out!"

PATRIOTS WORD SEARCH

Y	H	L	A	N	T	E	R	N	S	R	D	H	S
S	C	R	R	E	D	W	O	P	O	O	W	T	Y
O	C	T	E	T	C	E	I	N	I	O	E	U	B
N	B	N	E	G	E	T	A	O	T	L	G	O	I
S	T	R	T	R	U	E	T	R	N	T	R	M	L
O	O	A	I	E	L	L	C	G	E	E	O	T	L
F	R	R	N	E	A	E	A	O	T	L	E	R	U
L	C	O	N	C	O	R	D	R	H	A	G	A	D
I	B	O	S	T	O	N	E	I	S	N	G	D	I
B	A	R	E	D	C	O	A	T	S	D	N	T	N
E	A	I	N	E	H	C	R	U	H	C	I	O	G
R	W	T	H	G	I	N	D	I	M	T	K	N	T
T	P	S	E	A	M	B	B	E	A	V	E	R	O
Y	S	E	W	A	D	M	A	I	L	L	I	W	N

- REGULARS
- CHURCH
- SONSOFLIBERTY
- BEAVER
- DARTMOUTH
- BOSTON
- SYBILLUDINGTON
- LAND
- ELEANOR
- LANTERNS
- KINGGEORGE
- WILLIAMDAWES
- CONCORD
- REDCOATS
- POWDER
- MIDNIGHT
- SEA
- TEA

Play this puzzle online at : <https://thewordsearch.com/puzzle/3876360/>



PATRIOTS VOCABULARY MATCHING

Write the letter of the correct match next to each problem.

- | | |
|---------------------------|---|
| 1. _____ Paul Revere | a. Group in Boston who were angry at the King in the 1770s |
| 2. _____ King George III | b. Popular drink that was dumped into Boston Harbor in 1773 |
| 3. _____ Sons of Liberty | c. nickname for British soldiers in 1775 |
| 4. _____ Old North Church | d. City where Paul Revere started his midnight ride |
| 5. _____ Redcoats | e. Paul Revere's horse |
| 6. _____ Boston | f. used to signal the colonists that the British army was marching out of Boston |
| 7. _____ Tea | g. Rode from Boston to Lexington, warning the colonists that the "Regulars are coming out!" |
| 8. _____ Lanterns | h. Ruler of Great Britain in 1775 |
| 9. _____ Brown Beauty | i. where Paul Revere hung the 2 lanterns to show "2 if by sea" |



ARTISTIC AND LITERACY IDEAS FOR LAS PATRIOTS PROGRAM

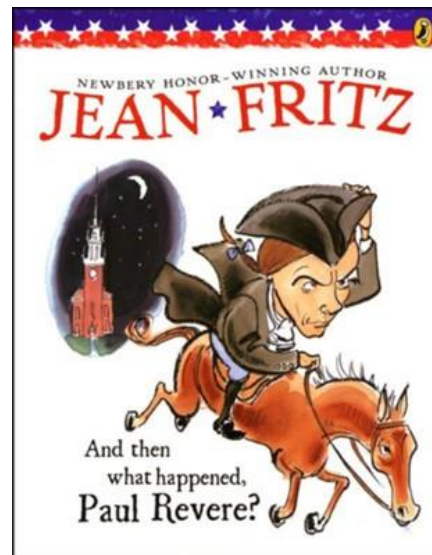
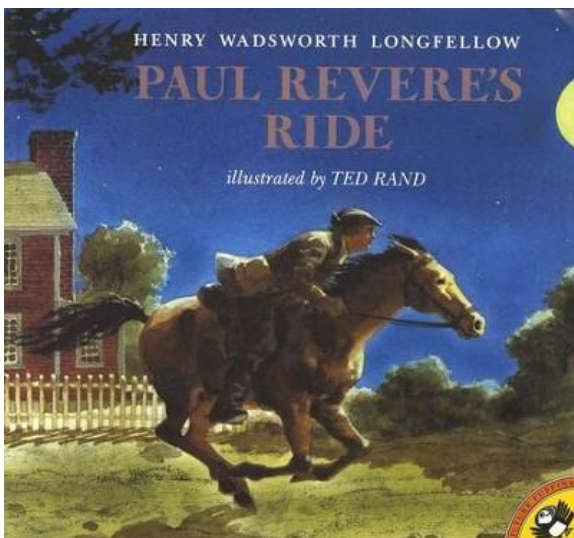
Artistic Idea – Create Paul Revere’s Lantern!

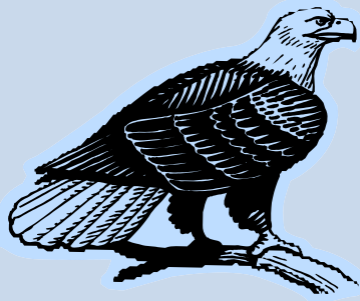
Items Needed – Juice or Milk Carton, washable paints or construction paper, safety scissors, glue and markers, votive candles

Instructions – Have the students cut holes on the 4 sides of their cartons, then paint or glue construction paper on the cartons. Color the carton or paper in black or brown or whatever color they like. After it dries, put a votive candle in the carton! You should have a “Paul Revere Lantern” of your very own!!

Literacy Idea -

Read one of these books to your students before your visit to help them understand what they are going to see and do at the American Village!!





Symbols of the United States



Patriotic Differences Activity Sheet

Select and identify the picture that is different from the others. Draw a circle around the picture that is different.

